

**A CORPUS-BASED CONTRASTIVE STUDY OF  
THE COGNATES *SET-SETTE*:**

by

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## **List of Abbreviations**

Adv. el. – adverbial element

Adv. - adverbial

C Germ. – Common Germanic

CA – Contrastive Analysis

da. – dansk - Danish

Du – Dutch

eng.- engelsk

ex. - example

fig. – figurative

fris. – frisisk - Frisian

G.- German

gda. – gammeldansk – Old Danish

geng. – gammelengelsk – Old English

gfris. – gammelfrisisk – Old Frisian

ght. – gammelhøgtysk – Old High German

got.- gotisk – Gothic

Goth.- Gothic

gs. – gammelsaksisk – Old Saxon

gsv. – gammelsvensk – Old Swedish

intrans. - intransitive

lit.- literal

MC – Mutual Correspondence

nnl. – middelnederlandsk – Middle Dutch

mnt.- middelnedertysk – Middle Low German

m.-w. - multi-word

m.-w.v. – multi-word verbs



nisl. – nyislandsk – New Icelandic  
N. – noun  
NP – Noun Phrase  
nno. – nynorsk – Nynorsk, or New Norwegian  
norr. –norrønt – Old Norse  
OE – Old English  
O Fris - Old Frisian  
OHG – Old High German  
ON – Old Norse  
OS – Old Saxon  
p. – page  
phras. – phrasal  
Phr. –phrasal  
Ppr.-prep. – Phrasal - prepositional  
pp. – past participle  
PDE – Present-Day English  
PP – Prepositional Phrase  
prep. – prepositional  
Prep. – preposition  
prob. – probably  
pt. - past tense  
refl.- reflexive  
trans.- transitive  
ty. – tysk - German  
V. – verb

# 1 Introduction

## 1.1 Aim of the study

The cognates English *set* and Norwegian *sette* are relatively frequent verbs with a range of meanings. The primary aim of the present thesis is to analyse English *set* and Norwegian *sette* in a contrastive perspective. The analysis part of the study is based on material from the English-Norwegian Parallel Corpus; 110 occurrences of the English verb *set* within the English original fiction texts and 426 occurrences of the Norwegian verb *sette* within the Norwegian original fiction texts.

“Cognates are words which have the same or very similar forms in two languages” (Hatch & Brown 1995: 128). Gronemeyer states, “lexical items with similar meanings are likely to develop in similar ways in the same contexts” (Gronemeyer 1999: 18).

The present investigation seeks to determine whether this statement is appropriate for the cognates *set-sette*.

The present study seeks to:

- identify to what extent *set* corresponds to *sette* and vice versa in translation between English and Norwegian;
- investigate potential semantic differences in English and Norwegian translations;
- find out what kind of meanings the cognate verbs *set-sette* express in context;

## 1.2 Theoretical Background and Previous Studies

As far as I have been able to find out no one has given an in-depth contrastive analysis of the cognate verbs *set-sette*.

However, the theoretical framework of the present study is based mostly on works focusing on cross-linguistic analysis of verbs, classification of verbs, semantic relations and polysemy. These studies are all relevant to the investigation of the verbs *set* and *sette* which apparently are close in terms of semantic content. The current investigation owes a lot to the works of Viberg (1996, 1998, 1999b, 2002), Levin (1993), Gronemeyer (1999) and Dyvik (1999).

The starting point for the present investigation of the cognates *set-sette* are the articles by Åke Viberg:

- Cross-linguistic lexicology. The case of English *go* and Swedish *gå* (1996);
- Viberg, Åke. Contrasts in polysemy and differentiation. Running and putting in English and Swedish (1998);
- Polysemy and Differentiation in the Lexicon. Verbs of Physical Contact in Swedish (1999b);
- Polysemy and disambiguation cues across languages. The case of Swedish *få* and English *get* (2002).

Viberg's articles deal with the investigation of Swedish-English verb pairs on the basis of the English-Swedish Parallel Corpus with the purpose of identifying semantic similarity and divergence between verb pairs. Viberg's studies of high-frequent verbs in a cross-linguistic perspective, their 'syntactic frame', or syntactic pattern, classification and semantic relations of the verbs have served as a main source of aspiration for the present work.

The present thesis is also inspired by Beth Levin's investigation of English verbs classes and alternations (1993) or, more specifically, her classification of various verbs. Levin's classification of the English verbs serves as an inspiration in the classification of the semantics for the analysis of *set-sette*.

Similarly, Gronemeyer's work is visible in the discussion of the semantics of *set-sette*.

Dyvik's paper "On the Complexity of Translation" illustrates the role of translation in closely related languages and serves as an inspiration in the syntactic and semantic analysis of the cognate verbs *set* and *sette*. Dyvik's study focuses on "the syntactic and semantic representations in terms of what they denote" (Dyvik 1999: 216).

### 1.2.1 Viberg's studies

Cross-linguistic lexicology takes up the "complex relationship of similarity and divergence between languages at the lexical level" (Viberg 1996:151). Viberg states,

“Contrastive lexical analysis should be based on lexical universals and lexical typology and account primarily for overlapping patterns between languages belonging to the same type in some respect” (ibid: 153). Viberg, investigating verbs in both Swedish and English, points out that at the semantic level the verbal lexicon falls into separate semantic fields. The striking characteristic of a verbal semantic field is that verbs “tend to be organized around one or two nuclear verbs” (ibid: 157). The nuclear verb bears the basic meaning in a variety of languages. For example, the verbs *go* and *come* belong to the verbal semantic field Motion, *make* pertains to Production, *give* and *take* are the verbs of the field Possession, *say* relates to Verbal communication, *see* is the nuclear verb of the field Perception, *know* is classified as the main Cognition verb, *want* falls into the semantic field Desire.

Moreover, a significant factor is that the verb which is modified by a complement may express other semantic meanings. In a range of cases the verb which is followed by a prepositional phrase specifies the meaning of the verb, as in *go to school*. The verb *go* + the prepositional phrase *to school* which contains the noun *school* specifies the implicated meaning of “to study”. In this way, the spatial complement *to school* “serves as a formal signal of the specialized meaning” (ibid: 166). Viberg, in his study of the cognates *gå-go*, points out that both *gå* and *go* alongside the primary meaning of motion may be equivalent to a cognitive verb, as in the collocations *gå med på/go along with, agree*. Moreover, the cognates *gå-go* may be used with non-human subjects and denote *Event* which is considered “the most frequent type of non-human subject” (ibid: 170). Its use is shown in the following example:

(1.a). It is enough for her to know that *things are going badly for* Mrs Thatcher and the Tory party.

(1.b). För henne räcker det att veta att *det går dåligt för* mrs Thatcher och Tories

(ibid: 172).

The verb *go* in the collocation *things are going badly for [...]* is used with a non-human subject *things*. It expresses evaluation by means of the adverb *badly/dåligt* and with a help of a prepositional complement *for/för* refers “to a human Experiencer” (ibid: 172).

Thus, Viberg points out that the meaning of the verb may be modified by complement, prepositional phrases, or other constituents. Moreover, meaning extension may be determined by “the use of the formal subject *det/it*” (ibid: 107), as in:

(1.2a) Det knackar.

(1.2b) There is a knock (at the door).

In the present example it is shown that the subject ‘*det/it*’ fulfills the function of the syntactic frame. As is evident its striking feature is to describe ‘a sound-source’ (ibid: 107).

As Viberg’s studies are based on bidirectional translation data (from the ENPC), the focus is inevitably on translation. The translation plays a significant role in identifying the semantic meaning of the verb. However, other constituents the verb is combined with seem to be meaningful as well.

Further, the investigation of the cognates *gå-go* in a cross-linguistic perspective shows that the English verb *go* has a tendency to gain grammatical functions, as in *be going to* which reflects future time. The corresponding expression of future time in Swedish is *kommer att*. The Swedish *gå*, however, is not a striking expression of future time.

It is shown in Viberg’s study (1996) that frequent verbs have a strong tendency to become polysemous and gain different functions in context.

According to Viberg’s investigation of the semantic structure of the verb lexicon in Swedish in a cross-linguistic perspective, ‘verbs are classified into semantic fields on the basis of their prototypical meaning’ (Viberg 1999b: 87). In his study Viberg deals with the 100 most frequent verbs. He points out that the verbs fall into three main semantic classes: concrete verbs, mental verbs and grammatical verbs. Concrete verbs describe physical actions which are related to motion and production and, therefore, are presented by such verbs as *go*, *put*, *make*, *build*. Mental verbs referring to such fields as Cognition, Perception, Desire, Metalinguistic and Verbal Communication ‘describe psychological processes of various types which can be subjectively experienced by oneself but not directly observed in others’ (ibid.). Mental verbs are *think*, *hear*, *want*, *mean*, *say*. Grammatical verbs include a variety of verbs which gain grammatical functions in a range of languages: ‘they express dynamic (aspectual, causative) or modal meanings’ (ibid). The examples of grammatical verbs are *be*, *begin*, *let*, *can*, *dare*.

The Swedish verb *sätte* ‘*put=set*’ is found among the 100 most frequent verbs in Swedish and is classified as a concrete action verb of object-centered motion.

Viberg, studying contrasts in polysemy and differentiation of *putting* verbs in English and Swedish, i.e. *sätta, ställa, lägga*, points out the following (1998: 356): "in English the verb *put* is much more frequently used as a placement verb than any of the cognates *set, stand* and *lay*". Viberg points out that "in approximately half of the cases *put* corresponds to one of the placement verbs in Swedish. [...], the major equivalents of *put* form a contrastive set of closely related meanings which are all equivalent to its basic meaning" (Viberg 1998: 357). Further he states that "even if *put* is neutral with respect to the distinctions between the Swedish placement verbs, *put* has a relatively complex pattern of polysemy (ibid: 357).

According to Viberg's classification of the placement verbs *sätta, ställa, lägga*, the basic meaning is *place*, as in:

(1.3a) Vi **satte** händerna til munnen och körda indiantjutet.

(1.3b) We **put** our hands to our mouths and did the Indian stuff [RDO].

Various extended meanings of the placement verbs involve the meaning of *activity, production, verbal communication, mental, causative* and *aspectual* meanings.

The placement verb *ställa* in the meaning of *activity* is shown in example (1.4):

(1.4a) Fru Fahlcrantz var där och **ställde** genast **fram** en grön tårtbit åt mig på ett fat. [OS]

(1.4b) Mrs Fahlcrantz was there and at once **put** a piece of green marzipan cake **out** for me on a dish.

The verb *sätta* in the meaning of *production* is illustrated in example (1.5)

(1.5a) Den som **sätter upp** ett staket i fyrkant någonstans vid trädgränsen och därefter tar några steg tillbaka för att betrakta sitt verk kan inte annat än att känna sig som en idiot.  
[IU]

(1.5b) Who would be so silly as to **put up** a four-cornered arrangement of personal fencing, to stand back and admire it, the work of one's hands!

Let us have a look at example (1.6):

(1.6a) I **put** that in my letter to Santy but I didn't believe in him. [RDO]

(1.6b) Det *skrev* jag i mitt brev till tomten fast jag trodde inte på honom. [lit. 'write']

In example (1.6) it is shown that the verbal communication verb *write* is used as its translation in Swedish.

The verb *lägga* in the *mental* meaning is illustrated in example (1.7):

(1.7a) han *lade* alla pussel, hun lätt som helst;

(1.7b) he *solved* all the puzzles, and could solve them easily; [OS]

The causative and aspectual meanings of the placement verbs are shown in examples (1.8) and (1.9):

(1.8a) Oredan var något som de *ställt til* med.

(1.8b) The disturbance had been caused by them . [RR]

(1.9a) Musiken *satte igång*:

(1.9b) The music *began*: [RDA]

It is illustrated in the examples that the meaning extension of the verbs is visible in their translations.

As mentioned, frequent verbs tend to be ‘polysemous to a very high degree’ (1999b: 96). This is shown in his investigation of the polysemy of the Swedish frequent Physical contact verb *slå* which by means of translation equivalents reflects a range of cases where the meaning gains extension alongside the basic meaning. Meaning extension of the verb may be determined by ‘the syntactic frame of the verb and are often formally expressed by the addition of a wide variety of verbal particles in Swedish’ (ibid: 107). By means of particles the Swedish verb *slå* expresses ‘the pair of meanings ‘switch off/switch on’: *slå ifrån* (or *av*)/*slå på* (ibid: 111). It is observed that the verb *slå* has a metaphorical meaning if it is combined with a particle *igenom* ‘through’, as in:

(1.10a) *Hon slog igenom som artist.*

(1.10b) *She had a break-through as an artist.*

In the collocation *sparka upp dörren/kick open the door* the particle *upp/up* reflects the extended meaning *become open*.

Thus, frequent verbs which tend to be polysemous may have extended meanings alongside the basic meaning. The extension of the meaning may be specified by the syntactic position of the verb, in particular, the use of verbal particles which the verb is followed by, as it appears from examples.

Viberg in his study of polysemy and disambiguation cues across languages on the basis of the Swedish *få* and English *get* states, “Polysemy is in general used to refer to the case where the ‘same’ word (lemma) is used with multiple meanings that are somehow related” (Viberg 2002: 120). Multiple meanings occur often in the frequent verbs, for example, the verbs *have*, *get*, *take* and *give* primarily denotes possession, in particular, when they are combined with a concrete object, as in: *Jane has a camera*. However, the meanings of the present verbs ‘extend into other semantic fields such as motion’ (ibid: 121), as in: *Eve **got up** early in the morning*. It appears that the variety of the meanings of the verb is specified by its ‘*syntactic frame*’. In Viberg’s study it is shown that the meaning of obligation of *få* is expressed by the syntactic structure *få + VPinfinitive* while the meaning of expression of *get* is expressed by the syntactic structure *have got to + VPinfinitive* or *gotta + VPinfinitive*. The meaning of causative of the verb *få* is stipulated by the syntactic structure *få + NP + att VPinfinitive*. Similarly, the meaning of causative of *get* is determined by *get + NP + to VPinfinitive*. Therefore, both *få* and *get* acquire a range of meanings. The development of polysemy of the verbs results in their syntactic position.

It is clearly shown in Viberg’s studies that the frequent verbs have a tendency to be strongly polysemous. It is illustrated that verbs may have a grammatical function alongside their semantic function. In addition, it is important to emphasize that multiple meanings of the verbs are stipulated by the syntactic position of the verbs themselves.

#### **1.2.1.1 Viberg’s investigation results**

In the case of English *go* and Swedish *gå* Viberg’s study shows that “the patterns of polysemy of the most basic verbs are in general extremely complex, which is also reflected in the large number of translation equivalents of such verbs” (Viberg 1996: 178). Viberg states that “the cases where the verbs are congruent represent a minority (around 33% in the corpus). The majority of the congruent cases represent the prototypical meaning: concrete, spatial motion by a human agent” (Viberg 1996: 178).



Viberg, studying verbs of physical contact in Swedish, their polysemy and differentiation in the lexicon, concludes that, in particular, “*slå* corresponds to an English physical contact verb in 37 % of the cases” (Viberg 1999b: 98). Further, it is stated that “the cases where the translation equivalents belong to some other field are quite impressive, 41%” (ibid: 98). This indicates that “the meaning is extended outside the basic domain of the verb” (ibid: 98).

In the case of Swedish *få* and English *get* it is concluded that “at a general level, *få* and *get* resemble one another with respect to their semantic extension” (Viberg 2002: 146). However, “there are often important semantic differences between cognates in closely related languages” (ibid: 119). Further, Viberg concludes that “the overall mutual translatability of *få* and *get* is remarkably low. *Få* is translated with *get* in only 12% of the cases and *get* has *få* as a translation [...], in 21 % of the cases ” (ibid: 147).

As for *putting in English and Swedish* Viberg points out that “the semantic extensions [...] have been progressively more and more abstract: from concrete, spatial meanings, via mental meanings, to grammatical meanings such as causative and aspectual” (Viberg 1998: 373).

The investigation results show, in general, low mutual translatability of semantically close verbs within two closely related languages. An important part of the present thesis is to investigate to what extent similar tendencies emerge for the cognate verbs *set-sette*.

### 1.2.2 Levin’s study

Another source of inspiration is Beth Levin’s investigation of English verbs classes and alternations (1993). By alternations it is implied that English verbs undergo changes within semantic classes so that a verb develops a range of semantic meanings, apart from its basic meaning.

According to Levin the English verb *set* belongs to the following alternations:

- Understood Body-Part Object Alternation;
- Benefactive Alternation;
- Spray/Load Alternation;
- Image Impression Alternation.

In terms of understood body-part object alternation the verb *set* is classified as the verb of caring for a specific body part. ‘‘This alternation is found with verbs describing conventionalized gestures and signs made with a particular part of the body. These verbs take this body as their direct object in their transitive use ‘’ (Levin 1993: 35). Therefore, the verb *set* relates to braid verbs, as in *set (hair)*. The example of occurrence of the collocation *set hair* is taken from BNC (British National Corpus):

(1.11). **C9P 446** The team at Aveda have *set hair* onto barrel rollers for this glamorous style.

‘‘The benefactive alternation is found with verbs that can broadly be characterized as either verbs of obtaining or verbs of creation, including some verbs that are verbs of creation in an extended use’’ (Levin1993: 49).

In a majority of cases these verbs deal with the preparation of food while some of them describe types of household activities. In terms of the benefactive alternation the verb *set* refers to *prepare* verbs and describe household activities, as in *set (table)*, as in:

(1.12). **JY4 2018** ‘I’ve *set the table* outside on the terrace,’ Fernando told her, stepping through from the kitchen beyond.

As regards the spray/load alternation, this is a form of locative alternation which is found with transitive verbs relating to putting and covering. Within the locative alternation the verb *set* is classified as a *put* verb, as in *set (plate)*, e.g.:

(1.13). **HHA 2651** She scrabbled feverishly for her sandwiches, restacked them and then, because her hands were shaking, *set the plate* down on the worktop.

Verbs of the image impression alternation include both image impression and image creation verbs alongside other types of verbs. According to Levin the image impression alternation verbs relate to the creation of images on surfaces. It is revealed in the following examples with *set* and *inscribe*:

(1.14). *Smith set his name on the ring*

(1.15). *Smith inscribed the ring with his name.*

The described range of alternations is relevant in analyzing the semantics of the verbs *set* – *sette*. However, the alternations in the case of *set* which are proposed by Levin turn out to be insufficient for the present study and as will be seen in Chapter 4, more than 4 semantic categories are identified for *set*.

### 1.2.3 Gronemeyer's study

Claire Gronemeyer's paper (1999) "On deriving complex polysemy: the grammaticalization of *get*" is relevant for the present thesis as well. Her paper examines the polysemy of the English verb *get*. According to Gronemeyer, the verb *get* can denote possession, movement<sup>1</sup>, causation, obligation, permission, and change of state among other senses. In spite of the fact that the verbs *get* and *set* do not mean the same, the outlined range of senses is reflected in the analysis of the semantics of the verb *set*. It implies that *set*, surprisingly, has gained the same types of the semantic categories which are further discussed in the study (cf. Section 4.5 and 4.6).

It is important to note that Gronemeyer's investigation (1999) was carried out within the monolingual Brown corpus. Her observations and conclusion, thus, may not seem completely relevant for the present study as my investigation is based on a multilingual corpus. Therefore, Gronemeyer's work serves, for the most part, as a source of inspiration for establishing the semantic categories and is visible in the semantic analysis of the verbs.

### 1.2.4 Dyvik's study

Dyvik's paper "On the Complexity of Translation" deals with the discussion of the denotation and relationship of the syntactic and semantic representations in the source text and its translation. It is pointed out, "Translation between closely related languages is simpler because closely related languages will share a relatively large number of linguistic 'devices'. That is, they will to a large extent have similar structures with similar semantic properties" (Dyvik 1999: 227). According to Dyvik, languages are the structured sets of signs which present such complex properties, as *meaning properties (or content properties)* and *expression properties*. Further he states: "taking the denotation of semantic representations to

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The term *motion* will be used in the present investigation (See chapters 4-5).

be sets of linguistic signs involves giving semantic representations and syntactic representations the same kind of denotation'' (ibid: 219). It indicates that there is a very close relationship between the syntactic and semantic representations. Dyvik points out, ''Common syntactic properties across two languages imply common semantic properties: [...] the denotation of some syntactic representation shared by two languages is included in the denotation of some semantic representation'' (ibid: 228). Therefore, it appears that ''in the analysis of a source expression, information about syntactic properties is more easily accessible than information about semantic properties'' (ibid: 228). Dyvik analyzing Norwegian-Swedish and Norwegian-English, draws a conclusion, ''If we know that a syntactically equivalent expression in Swedish is also semantically equivalent to the Norwegian expression (i.e. shares a semantic representation with a sufficient degree of specificity), we can base the translation on the syntactic analysis of the Norwegian expression'' (ibid: 229).

It appears, presumably, that due to the close relationship between the syntactic representations in two compared languages, one may predict the semantic use of a particular *linguistic sign* in the original.

However, there is ''a situation where the signs in the denotation of a semantic representation are divided into groups with quite disjoint syntactic properties. [...]. In such cases generation from semantic representation will be relatively complex'' (ibid: 225). It apparently indicates that different syntactic properties of the *linguistic sign* in two compared languages complicate the decoding of its semantic use.

I think that Dyvik's study fits in the analysis of the syntactic patterns of the verbs *set* and *sette* which present both congruent and divergent correspondences between the source and target texts. Dyvik's paper serves as an inspirational source and is relevant for the current investigation as the current thesis is focused on analyzing the syntactic and semantic categories. Dyvik's study is clearly visible in the discussion of the syntactic characteristics and semantic meanings of the cognate verbs *set* and *sette*.

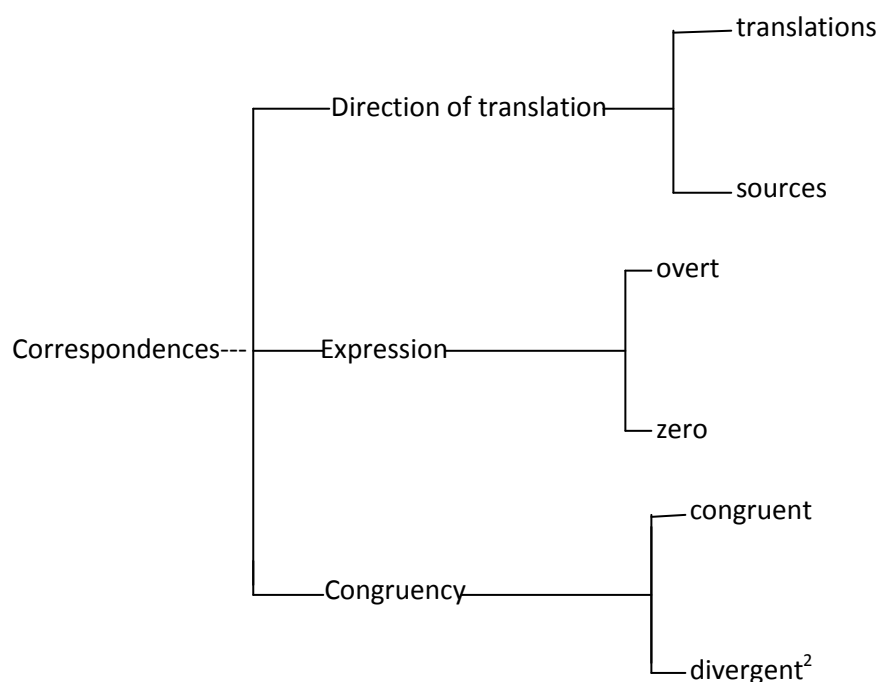
The opinion that there is a close relationship between syntactic and semantic representations, is confirmed by the statement of Oksefjell Ebeling, ''the syntactic environment seems to be tied to the verb's semantic content, reflecting their status as contextually dependent verbs'' (Oksefjell Ebeling 2003: 331).

In Tognini-Bonelli the following is pointed out: ‘‘Firth puts forward a contextual view of meaning, whereby meaning is seen to arise out relations established between the linguistic item and what appears in the context’’(Tognini-Bonelli 1996: 199). It is important to stress that the *contextual view of meaning* is relevant for the present investigation as *set* and *sette* occur in a contextual environment which may have a key role in identifying the semantic meaning of *set-sette*. The contextual view of meaning is encouraged by Gronemeyer who points out that ‘‘ [...] the various interpretations of [...] are built up in context’’ (Gronemeyer 1999: 2).

All the works mentioned and described in section 1.2 are very useful and relevant for the current thesis. I am greatly indebted to all the authors for giving me new ideas, inspiration and insights on the study of the polysemy of English verbs, identification of semantic similarity and divergence between verb pairs seen from a cross-linguistic perspective.

### **1.2.5 Cross-Linguistic Theoretical Background**

Since the present study investigates the correspondence between the cognates *set* and *sette* it is relevant to mention the classification of the correspondence patterns that I am going to use. The framework for classification of correspondences is shown in Figure 1 and is taken from Johansson (2007: 25)



**Figure 1 Classification of correspondences**

To illustrate the framework, we will take a look at some examples.

(1.16.a) She *set* it on the counter and spooned instant coffee into it and then used the same paper towel as a potholder when she reached for the saucepan. (SG1)

(1.16.b) Hun *satte* koppen på disken, spadde et par skjeer pulverkaffe i den og brukte det samme papirhåndkleet som gryteklut da hun strakte seg etter kasserollen. (SG1T)

In example (1.16), the direction of translation is from English source to Norwegian translation, it is overt (i.e. a correspondence of *set* is found in the translation), and it is congruent, i.e. has the same syntactic /semantic properties as the source.

However, *set* in the translation may be expressed by zero correspondences, i.e. instances where a corresponding verb which is related to *set* is not found in the translation, as in example (1.17):

(1.17.a) Gracie takes a Sharp Pound Cake (or Cheese Cake or Crumb Cake) from the freezer of their old refrigerator and *sets* it on the table. (SK1)

<sup>2</sup> In the present study I will use both divergent and non-congruent for the category “divergent”.

The whole sentence is omitted in the translation. And the corresponding verb of *set* is, consequently, left out. My material contains very few examples when the transitive single-word verb *set* is expressed by zero correspondences in the translation.

Example (1.18) illustrates that the transitive phrasal verb *set out* is used in a passive form in this particular case and is not reflected in the translation:

(1.18.a) When Sonny's family was hungry he brought chips from the Greek's shop and he and Aila carefully put the crumpled paper, wet with vinegar, into the municipal trash baskets when the children had finished eating as they walked; the Greek had a few tables *set out* with flyspotted artificial flowers and tomato sauce bottles, at which people could be served, but not this family. (NG1)

(1.18.b) Når Sonnys familie ble sulten, kjøpte han chips fra den greske forretningen, og når barna hadde spist ferdig, la han og Aila omhyggelig det sammenkrøllede papiret, som var vått a eddik i de kommunale søplekassene som stod langs gaten. Grekeren hadde noen få bord med ketchupflasker og kunstige blomster flekket av fluelort, der kunne kunder få servering, men ikke denne familien. (NG1T)

Overt correspondences can be either congruent or divergent. In the case of *set*, congruent correspondences are the verbs in the Norwegian translation which syntactically or semantically overlap with *set* (cf. Example 1.16).

Syntactically divergent correspondences suggest that *set* is expressed in the Norwegian translation by a form which syntactically differs from its original, as in example (10) in which the single-word verb *set*<sup>3</sup> is rendered by the phrasal verb *sette inn*:

(1.19.a) "Cabochons, for *setting* into rings, and so on," Annette said. (DF1)

(1.19.b) "Cabochoner til å *sette inn* i ringer og slikt," sa Annette. (DF1T)

The present study investigates both syntactic and semantic correspondences which may appear both congruent and divergent. Semantically congruent correspondences suggest that *set* and *sette* are expressed by a semantically equivalent verb, i.e. *set-sette* and their translation verbs are closely semantically related, as in example (1.16).

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<sup>3</sup> Apparently, example (1.19) is a part of the sentence in which *cabochons* is a direct object and *set* is thus a transitive verb.

Semantically divergent correspondences show that *set* and *sette* are rendered by a non-equivalent semantic verb, i.e. *set-sette* and their translation verbs are semantically distinct from each other.

A more striking example of semantically divergent correspondences is found in example (1.20), in which the transitive single-word *set* is rendered by the semantically distinct verb *la* ‘let’:

(1.20.a) “In Provence, which is where I’d like to *set* my story once I get down to writing it, all roads in those days led to Avignon, where the popes had been ruling for the past forty years or thereabouts. (ABR1)

(1.20.b) I Provence, der jeg har tenkt å *la* fortellingen foregå når jeg får begynt å skrive den, førte alle veier på den tiden til Avignon der pavene hadde hersket i de siste førti årene eller noe slikt. (ABR1T)

It is worth noting that semantically divergent correspondences showing that the cognate verbs *set* and *sette* gain various semantic meanings indicate that the verbs in question have a tendency to be polysemous.

With an aim of highlighting to what degree the cognate verbs *set* and *sette* correspond to each other I resort to the use of mutual correspondence in the current study. The mutual correspondence highlights the ‘behavior’ of *set* and *sette* with respect to each other. In Johansson it is said that mutual correspondence is ‘the frequency with which different (grammatical, semantic and lexical) expressions are translated into each other’ (Altenberg as quoted in Johansson 2007: 26). “ This [mutual correspondence] can be calculated and expressed as a percentage by means of the simple formula

$$MC \frac{(A_t + B_t) \cdot 100}{A_s + B_s}$$

Where  $A_t$  and  $B_t$  are the compared categories or items in the translations, and  $A_s$  and  $B_s$  the compared categories in the source texts. The value will range from 0 % (no correspondence) to 100% (full correspondence) (ibid: 26). In the case of *set-sette*, a low mutual correspondence would indicate that *set* and *sette* have a tendency to be expressed by other verbs which can be semantically both equivalent and non-equivalent. A high mutual



correspondence would show that *set* and *sette* remain ‘faithful’ and ‘conservative’ with respect to each other so that they do not extensively develop a range of other uses.

The question whether the MC of *set-sette* is low, average or high will be discussed in Chapter 6.

### 1.3 A preliminary look at the verb *set*

A preliminary look at the meanings of the verb *set* yields the following results.

In the *Oxford Dictionary of English Etymology* it is said that ‘set pt., pp. set cause to sit; (hence) the most general word for *place*, *put*, with many spec. applications lit. and fig. OE.; *subside* OE. (late); (of a luminary) *go down*, *sink below the horizon* XIII (prob. after ON. refl. *setjask*). OE. *settan*, pt. *sette*, pp. *geset(t)*, Anglian *geseted* = OFris. *setta*, OS. *settian* (Du. *zetten*), OHG. *sezzen* (G. *setzen*), ON. *setja*, Goth. *satjan*: - CGerman *satjan*, causative of *setjan* sit’.

According to the *Dictionary of English Synonyms and Antonyms*, *set* has the following synonyms:

*place, put, locate, situate, plant, deposit, rest, stick, lodge, fix, establish, arrange, prepare, lay, apply, determine, fix, appoint, name, designate, settle, decide, resolve, decree, ordain, adjust, regulate, synchronize, coordinate, direct, aim, solidify, harden, stiffen, congeal, jell, thicken, crystallize, sink, go down, dip, drop, decline, disappear.*

The synonyms of the multi-word verb *set about* are *start, begin, tackle, undertake*.

The phrasal verb *set off* is represented by the following synonyms: *set out, set forth, start out, begin, embark, leave, depart, go*.

The synonyms of the phrasal verb *set up* are *build, erect, construct, raise, establish, found, inaugurate, institute, arrange, prepare*.

In the *Longman Dictionary of Contemporary English* the verb *set* is used in the meaning of:

*put, consider, establish, start sth. happening, decide sth., start working etc.*

*Engelsk Blå ordbok* gives a variety of translations of both single- and multi-word verb *set*, i.e.: *sette (frem), stille, legge ut, sette ut, dekke; bestemme, fastesette, fremlegge, gi, sette i gang, gå ned, synke, stivne, sette seg, tykne, besette, innfatte, tonesette, legge etc.*

*Set out* is expressed by *gi seg i vei, reise; begynne (sin virksomhet); legge frem, fremføre, skildre; vise frem, stille ut; sette ut, sette frem.*

*Set in* is rendered by *begynne, sette inn.*

*Set out to* is translated by *gå i gang med, sette seg fore.*

*Set up* represents a range of translations: *sette opp, reise, oppføre; rigge opp, montere; gjøre klar, klargjøre; heise; opprette, etablere; innføre, utnevne; fremkalle, forårsake; utstøtte, sette i; gjøre frisk; (hjelp til å) etablere seg.*

*Set off* is translated by *gi seg i vei, gi seg ut; sette i vei, løpe av gårde; avfyre, få til å eksplodere; sette i gang, lede inn på; fremheve, forhøye, pryde, oppveie, kompensere, utligne, skille (ut) skille fra; reservere, sette av.*

*Set aside* is rendered by *sette av, spare; se bort ifra, avvise, forkaste; (jus) omstøtte, tilsidesette, oppheve.*

*Set to* yields the followings translations: *sette i gang for fullt; kaste seg over maten; sette i gang med å slåss.*

*Set to work* is translated by *skride til verket*

*Set oneself to do something* is translated by *sette i gang med å gjøre noe; bestemme seg for å gjøre noe.*

We can summarize the observations from dictionaries as follows. The etymology of the English verb *set* goes back to Old English. Originally it had an intransitive use. Further, *set* has syntactically developed other uses. In terms of syntactic development the verb *set* has both transitive and intransitive uses in Present-Day English (PDE). *Set* is found as a reflexive verb which is considered to be the transitive one. Moreover, as it is shown in the dictionaries, it is extensively used as a phrasal verb. *Set* which occurs as a phrasal verb creates various semantic meanings. It suggests that *set* is a polysemous verb. In terms of the semantic development, as it appears from the Dictionary of English Synonyms and Antonyms, *set* has a

basic meaning of *putting*. Interestingly, it seems to have a variety of synonyms which turn out to belong to other semantic fields.

#### 1.4 A preliminary look at the verb *sette*

The meanings of the verb *sette* are reflected in the following dictionaries.

*Våre arveord. Etymologisk ordbok*, a Norwegian Etymologic dictionary, gives the following etymology of the verb *sette*: *nno. også setje 'anbringe, plassere', or 'put, place'*. It is said that *sette* is a weak verb which occurs in forms which look like these:

norr.*setja*, gda. *setja*, gda. *Sætie/sættæ*, gsv. *sætja*

got. *satjan*, gs. *settian*, gfris. *setta*

mnt.*setten*, mnl.*setten*

geng.*settan*, ght. *sezzen*

nisl. *Setja*, fær. *seta*

da. *Sætte*, sv. *sätta*

fris. *Sette*, nl. *zetten*

eng. *set*, ty. *setzen*

According to *English blå ordbok Engelsk – norsk/Norsk – engelsk* the Norwegian verb *sette* is presented by a range of translations. It is important to note that interpretation of the verb in Norwegian, its synonyms and match with other lexical units are put in brackets, as in:

- 1) Place, put, set;
- 2) (lage,danne) make, form, shape;
- 3) (fastsette) set, fix, appoint, settle, decide;
- 4) (typografi) typeset, compose;
- 5) (plante) set, plant.

*Sette* is widely used as the multi-word verb. Here are the multi-word verb forms of *sette* with translations:

6) sette av – (om passasjerer) drop off, set down; (om midler) set aside, earmark;

7) sette av sted/gårde – take off;

8) sette bort – (overlating av omsorg) place/put in care; (plassere på asyl) put away; (lagre) store;

9) sette frem – (ta frem) take out, set out, present; (fremlegge) put forward, set forth, put in a claim;

10) (om mat e.l.) set out, serve;

11) sette i gang – get going:

12) sette inn – put in, insert, set in, pay in; (fengsle) put away, imprison, incarcerate; (om vær) set in (to); (satse, risikere) put on the line; (ta i bruk) put on, use, make use of;

13) sette ned – reduce, cut back, slow down, decrease, put down, lower; (utnevne) set up, appoint;

14) sette opp – (bygge) put up, run up, construct; (slå opp) put up, pitch, stick up, e.g. sett opp teltet – put up the tent; (øke), increase, speed up; (opprette) set up, establish.

The reflexive verb *sette seg* occurs in both single- and multi-word constructions and yields the following translations:

*Sette seg* – (ta plass) sit down, take a seat; (danne seg) form, harden; (feste seg) attach, fasten, stick.

*Sette seg fast* – (stå fast) get stuck; (om sykdom) become deep-seated, become chronic; (forskanse seg) entrench oneself.

*Sette seg fore* – decide, set out, start out to.

*Sette seg imot* – oppose, resist, protest against.

According to the mentioned facts taken from a *Norwegian Etymologic dictionary* it is worth stressing that originally the Norwegian verb *sette* had a transitive use. In the *English*

*Blå ordbok* it is shown that *sette*, strikingly, has a transitive use. *Sette* gains an intransitive use when it is found in multi-word forms. At the present stage of the language development *sette* is represented by both single- and multi-word transitive constructions. Besides, it has a reflexive verb form which is transitive and which occurs both in single- and multi-word verb forms. It is widely used as a multi-word verb which acquires different semantic meanings. It is shown that *sette* which occurs in single- and multi-word forms gains a variety of synonyms and verbs which seem to have quite a different meaning from *sette*. It suggests that *sette* develops a wide polysemy.

To summarize the preliminary look at the verbs *set-sette* it is worth noting that originally they had different syntactic uses. It implies that *set* started off as the intransitive verb while *sette* was used as the transitive verb. However, both of them have gained other syntactic uses. It means that they are used both as transitive and intransitive verbs and have single and multi-word forms. It is clear that the syntactic categories of *set* and *sette* overlap. Moreover, as it is shown in the dictionaries, the basic meaning of both *set* and *sette* is *putting*. However, the verbs have gained a range of other semantic uses.

### **1.5 A corpus-based contrastive study**

Since the present study takes a cross-linguistic perspective it is relevant to quote the following:

The confrontation of languages is important from the point of view of translation theory, language typology and the study of language universals. Above all, it can be an excellent way of highlighting the structure of the languages compared. This means that CA [contrastive analysis] could be an aid in formulating accurate descriptions of individual languages (Johansson 1975: 15).

The present study is based on data taken from the English-Norwegian Parallel Corpus (ENPC). Recently multilingual corpora have had great success and importance in cross-linguistic research. Their availability profusely allows researchers to observe and investigate language in use. In fact, any contrastive study is based on comparison of two or more languages on different levels. It focuses on highlighting the convergent and divergent features of source and target languages within grammar and semantics. In Granger et al. it is said: ‘‘Comparison is a good way of highlighting the characteristics of the things compared’’. (Granger et al.2003: 33). Furthermore, in Granger et al. it is stated by Firbas: ‘‘The

contrastive method proves to be a useful heuristic tool capable of throwing valuable light on the characteristic features of the languages contrasted” (Fibras as quoted in Granger et al. 2003: 34). In James it is stated:

The first thing we do is make sure that we are comparing like with like: this means that the two (or more) entities to be compared, while differing in some respect, must share certain attributes. This requirement is especially strong when we are contrasting, i.e. looking for differences, since it is only against a background of sameness that differences are significant (James 1980: 169).

It appears that the compared categories should have something in common. Further, comparability should not provide a complete coincidence, but at least some feature which may overlap. It is worth noting that CA is “more interested in differences between languages than in their likeness” (James 1980: 3). In terms of Contrastive Analysis translation equivalence is a preferred *Tertium Comparationis*, the phenomenon which implies that two unidentical things which are compared may possess at least one common property, or quality.

Therefore, it is practical to resort to the use of multilingual, or parallel corpora, which involve more than one language. Multilingual, or parallel, corpora create a perfect basis for comparison. Some advantages of parallel corpora for contrastive studies are formulated by Aijmer and Altenberg (1996:12):

- They give new insights into the language compared – insights that are likely to be unnoticed in studies of monolingual corpora;
- They can be used for a range of comparative purposes and increase our understanding of language-specific, typological and cultural differences, as well as of universal features;
- They illuminate differences between source texts and translations, and between native and non-native texts;
- They can be used for a number of practical applications, e.g. in lexicography, language teaching, and translation.

Since the intention of the present investigation is to examine and describe a range of occurrences of the cognates *set-sette* in English and Norwegian, most of the formulated points are appropriate and relevant to the thesis.

## 1.6 Material and method

### 1.6.1 The English-Norwegian Parallel Corpus (ENPC)

The material used for the analysis has been extracted from the ENPC of the Oslo Multilingual Corpus. The study deals with English and Norwegian fiction original texts and their translations. The ENPC creates a perfect opportunity to carry out the contrastive analysis of the cognate verbs *set* and *sette*. Taking into consideration all the advantages which the ENPC possesses it is essential to quote some general facts about its history and development.

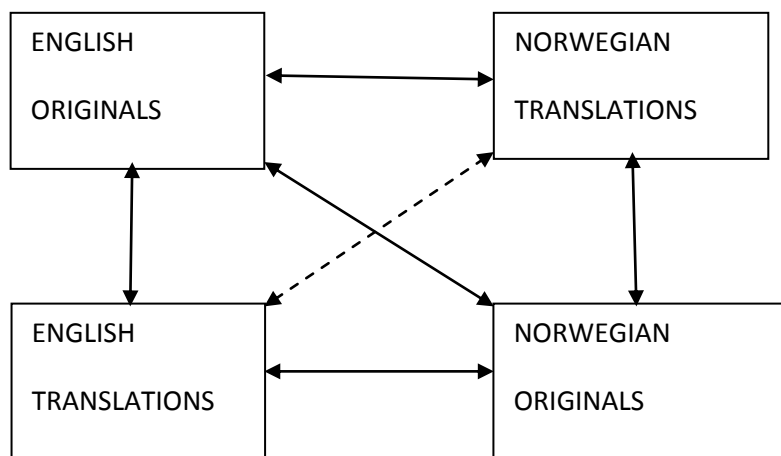
The English-Norwegian Parallel Corpus (ENPC) consists of original texts and their translations (English to Norwegian and Norwegian to English). It is intended as a general research tool, available beyond the present project for applied and theoretical linguistic research. The focus has been on novels and fairly general non-fictional books. In order to include material by a range of authors and translators, the texts of the corpus are limited to text extracts (chunks of 10,000-15,000 words). The fiction part of the corpus contains 30 original text extracts in each language and their translations, whereas the non-fiction part contains 20 in each direction. <http://www.hf.uio.no/ilos/english/services/omc/enpc><sup>4</sup>

Thus, the ENPC is a bidirectional translation corpus. It consists of original English texts and their translations into Norwegian and vice versa. The main components and its relation towards each other within the ENPC are illustrated in Figure 2:

The bidirectional arrows indicate that comparison can be carried out within all the four components. The bidirectional horizontal arrows signal comparison of original texts and their translations in terms of English-Norwegian and Norwegian-English. The solid diagonal arrow indicates comparison of English and Norwegian original texts. The dotted diagonal arrow shows comparison of translated texts across the two languages.

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<sup>4</sup> See p. 106 for an overview of the primary sources used in this thesis.



**Figure 2 The model for the English-Norwegian Parallel Corpus**

In my study I am going to use English originals - Norwegian translations and Norwegian originals - English translations.

## 1.7 The handling of the data

Overall, the amount of the researched instances equals 536; 536 examples, of which 110 occurrences are of the English verb *set* and 426 occurrences of the Norwegian verb *sette*, have been extracted and manually analyzed for the features considered most appropriate for the present investigation. The procedure of searching and discarding data is described in subsections 1.7.1 and 1.7.2.

### 1.7.1 Lemma *set*

For the purpose of this thesis, I searched for the lemma *set* (*viz. set, sets, setting*) in the fiction part. The data, i.e. the sentences which contain the lemma *set*, are taken into analysis. The search for the lemma *set* with the help of the tagged version in the ENPC resulted in 141 examples (See Table 1-1). However, not all of these examples are relevant to the present study.



Lemma <i>set</i>	N occurrences
Sets	9
Setting	13
Set	119
Total	141

Table 1-1 Distribution of the occurrences of the lemma *set* in the ENPC

Nouns and adjectives are excluded and considered irrelevant to this particular investigation. In fact, the tagged version of the ENPC does not filter properly irrelevant parts of speech, so some manual filtering had to be done. For example, the use of *set* in the function of a noun is illustrated in examples (1.21), (1.22) and (1.23):

(1.21). He joked, far too often, that he had two **sets** of parents: he had been one of the children with a room in two homes, and everybody considerate about psychological problems. (DL1)

(1.22) He is only just of medium height, thick **set**, and almost bald; his head is round and shining and ominous, a threatening purposeful head. (MD1)

(1.23). ‘Look, for the white gold **setting** I can get maybe £2000£2000 on the scrap market. (FF1)

There is a range of occurrences of *set* in a function of an adjective within the ENPC. Example (1.24) illustrates its use:

(1.24). Her face was **set** in a scowl. (MW1)

Such examples are irrelevant to this particular investigation. Thus, 110 examples out of 141 have been singled out for further investigation and analysis. Table 1-2 shows distribution of occurrences of *set* in my material.

Lemma <i>set</i>	N occurrences
Sets	6
Setting	9
Set	95
Total	110

Table 1-2 Distribution of the lemma *set* in my material

### 1.7.2 Lemma *sette*

The search for the lemma *sette* (viz. *sette*, *setter*, *satte*, *satt*) in the ENPC results in 887 examples. As was the case with *set*, not all of these examples are relevant for the present investigation. The past tense form of the Norwegian verb *sitte*, '*sit*', i.e. *satt*, which extensively occurs in the ENPC data, is excluded. Table 1-3 shows the distribution of occurrences of lemma *sette* in terms of the ENPC.

Table 1-3 Distribution of the occurrences of the lemma *sette* in the ENPC

Lemma <i>sette</i>	N occurrences
Satte	223
sette	86
Setter	76
Satt	502
Total	887

In example (1.25) the past tense form of the Norwegian verb *sitte*, '*sit*', i.e. *satt* is illustrated:

(1.25.a) Derfor spurte jeg henne, mens jeg tok meg i å gjøre den samme lille bagatelliserende handbevegelsen, om hvordan hun var gått frem, og om hvorfor hun **satt** her ved mitt bord og ikke innenfor murene. (FC1)

(1.25.b) So I asked her, restraining myself from making the same small, belittling hand movement, how she had set about it and why she was **sitting** there at my table and not in a prison cell. (FC1T)

This example is irrelevant to the present study and not part of the contrastive analysis.

Moreover, there are many identical sentences in the ENPC<sup>5</sup> which occur repeatedly 2-4 times. Out of 2-4 identical sentences I include only 1 instance. The instances of the identical sentences are shown in (1.26), (1.27), (1.28) and (1.29):

(1.26) Og til tegn på dette, **satte** Gud regnbuen på himmelen. (EFH1)

(1.27) Om kvelden, etter at de har lekt med barna og lest for dem, **setter** Elsa og Håkon Tollefsen seg ned ved peisen og skriver tall på et papir og tegner opp hytta slik de kan forestille seg den. (BV2)

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<sup>5</sup> It seems to be a bug in the tagged version of the ENPC.

(1.28) Han **sette** peikefingeren for munnen og kviskra hyyysj til Selmer medan Fridstad raust delte ut på talegavene sine: Nidingsverket bygges ut! (KFL1)

(1.29) Som om Robert M. Turner hadde gitt kelneren et på forhånd avtalt hemmelig tegn, ble bouillabaissen da **satt** foran dem på bordet. (FC1)

After having discarded past tense forms of the verb *sitte* and duplicates of this kind, I am left with 426 relevant occurrences and their distribution is shown in table 1-4.

Table 1-4 Distribution of the lemma *sette* in my material

Lemma <i>sette</i>	N occurrences
Satte	200
Sette	81
Setter	71
Satt	74
Total	426

Altogether, then, 536 examples, of which 110 occurrences are of the English verb *set* and 426 occurrences of the Norwegian verb *sette* were extracted and manually analyzed for the features considered most appropriate and relevant to the present investigation. Firstly, a framework of syntactic categories is set up to reveal all the relevant aspects of the verbs in question in order to make a further analysis.

### 1.8 Problems classifying the occurrences

The handling and classification of the occurrences of *set* and *sette* in terms of syntactic and semantic categories is a rather painstaking process. Even if the occurrences fit smoothly into the established syntactic categories, doubts may arise afterwards and the question is whether the right choice has been made. In terms of syntactic categories the verb *set*, when it is followed by the particle *to*, causes some ambiguity, as in example (21):

(1.30.a) She **set** *to work* to see what could be done to secure a satisfactory outcome.

(RDA1)

(1.30.b) Hun *gikk i gang* med å finne ut hva som kunne *gjøres* for å sikre et tilfredsstillende resultat. (RDA1T)

Based on the statement of Crystal<sup>6</sup> I classify *set* as a catenative in this and similar examples.

Another challenge was to fit the examples into the most relevant semantic category. In spite of the fact that a majority of instances fit the semantic categories perfectly well, there are examples which may cause some hesitation and uncertainty. Here is one of them:

(1.31.a) And the April sun *set* in its full glory. (GN1)

(1.31.b) Og aprilsolen *gikk ned* i sin fulle prakt. (GN1T).

It is clear that *set/gå ned* refers to the description of the astronomical phenomenon *April sun/aprilsolen*, the constituent which *set* is combined with. To find out what kind of meaning *set* expresses in this particular case may seem complex as far as its translation equivalent *gå ned* denotes motion. However, if we take into account that the *sun* cannot move, it is clear that *set* is used in a figurative meaning. Therefore, I classify *set* in the collocation *sun set* as a verb in the meaning of motion with a figurative meaning which seems to be more appropriate in this particular case. Actually there are more cases in my data when *set* is used in a figurative meaning.

## 1.9 Plan of the study

The present thesis consists of 6 chapters. Chapter 1 is an introductory chapter. It explains the theoretical background for the thesis, in particular, previous studies and a preliminary look at the cognates *set* and *sette*. In chapter 2 a description of the syntactic categories of the English verb *set* alongside examples is offered, as syntactic categories constitute the starting point for the further contrastive analysis. Chapter 2 also includes translations from English into Norwegian with the aim to show to what extent *set* corresponds to *sette*. Chapter 3 illustrates the syntactic categories of the Norwegian verb *sette*, including translations from Norwegian into English with exactly the same aim as in chapter 2, i.e. to find out to what extent *sette* corresponds to its cognate *set*. Chapter 4 gives an account of semantic categories

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<sup>6</sup> See 2.5 Catenative Chapter 2.

of the verb *set*. Similarly, in chapter 5 an overview of semantic categories of the verb *sette* is offered. It is worth noting that the investigation of the potential semantic differences and meanings in English and Norwegian translations runs through chapters 2-5. In chapters 2 and 3, which deal with the study of syntactic patterns of the cognates *set-sette*, the semantics of the verbs in question are cursorily analyzed. Both syntactic and semantic categories are inseparably connected in my research. Finally, chapter 6 gives a summary of the results of the investigation outlined in the previous chapters.

## 2 Syntactic characteristics of the verb *set*

### 2.1 Introduction

The present chapter takes up the study of the English verb *set* in terms of syntax on the basis of 110 occurrences. It gives a description of relevant syntactic categories: transitive (single-word, reflexive single-word), multi-word verb (phrasal, prepositional, phrasal-prepositional, reflexive multi-word, Verb + Noun + Preposition, intransitive (single-word verb), multi-word verb (phrasal), copular and catenative. The overview of syntactic categories of the verb *set* will serve as a starting point for the study of semantic meanings of the verb in question. They also constitute the starting point for identifying and analysing the semantic categories of the verb *set* and contrastive analysis of *set* vs. *sette*. However, a more detailed analysis of the meanings of *set* is found in chapter 4.

### 2.2 Transitive verb

Verbs are regarded as transitive if they require an object. There are three types of transitive verbs: monotransitive, ditransitive and complex ones. In my material *set* is found to belong to two of these, viz. mono- and complex transitive, as presented below:

#### A. *Set* as monotransitive verb

Monotransitive verb implies that one object follows it. Its use is shown in example 2.1.

(2.1a) She *set* it on the counter and spooned instant coffee into it and then used the same paper towel as a potholder when she reached for the saucepan. (SG1)

(2.1b) Hun *satte* koppen på disken, spadde et par skjeer pulverkaffe i den og brukte det samme papirhåndkleet som gryteklutda hun strakte seg etter kasserollen. (SG1T)

It is shown that *set* is followed by the direct object *it* which implies *the cup*, or *koppen* in the translation. *Set* is rendered by *sette* in the translation. *Set* and *sette* are both transitive single-word verb forms and can be classified as congruent correspondences.

#### B. Ditransitive verb

According to Hasselgård et al., (1998: 255): “Verbs that combine with a direct and an indirect object are referred to as ditransitive, which means that they take two objects. The indirect object is placed before the direct object ‘’.

As mentioned, my material does not include any examples in which *set* functions as a ditransitive verb.

### C. *Set* as complex transitive verb

‘‘A complex transitive verb requires the direct object to be followed by an object predicative’’ (Hasselgård 1998: 256).

The occurrences of *set* as a complex transitive type are identified in my material as well. Example 2.2 illustrates its use:

(2.2a) C.O.D. or Special Delivery? You’d ask, and *set* ‘em all a howling. (GN1)

(2.2b) Oppkrav eller ekspress? Spurte du, så alle brølte av latter. (GN1T)

It is shown that object ‘em (pronoun *them*, presumably) is followed by the predicative. In the present example a direct counterpart of *set* is not reflected in the translation. The syntactic structure of the second part of the sentence in the direct speech is different from the original. It involves a reordering of the constituents from the original to the translation. It is paraphrased and the sense of the original is kept in the translation. It is worth noting that example (2.2) indicates, apparently, the colloquial style and a non-congruent type of translation.

#### 2.2.1 Single-word

The current subsection focuses, mainly, on the analysis of the transitive single-word verb *set*. In my data, *set* is frequently found in the syntactic category ‘‘transitive single-word’’. Overall, it takes up 43 occurrences of the total occurrences of *set*. The transitivity of the single-word *set* is shown in example (2.3):

(2.3a). He *set* a glass that was chiefly Scotch with a mere breathing of soda in front of Darcourt, and sat down on the sofa beside his wife. (RDA1)

(2.3b) Han *plasserte* et glass som stort sett bestod av whisky med en anelse soda i foran Darcourt, og satte seg ved siden av sin kone på sofaen. (RDA1T)

Example (2.3) illustrates that the transitive single-word verb *set* is translated by the transitive single-word verb *plassere* ‘place’. This is a case of congruent correspondence. If we assume

that *set* and *plassere* are semantically close, then it appears that the verbs in question present both syntactically and semantically congruent correspondences (cf.1.2.4 Dyvik's study).

Let us have a look at example (2.4):

(2.4a) With a sign my mother *set* the coffee mug on the table. (TH1)

(2.4b) Med et sukk *satte* min mor kruset *fra seg* på bordet. (TH1T)

Example (2.4) illustrates divergent syntactic correspondences in which the transitive single-word verb *set* is rendered by the transitive phrasal verb *sette fra seg*. It is obvious that *set* is rendered by its cognate *sette* in the translation. In spite of the fact that the syntactic patterns of *set* and *sette* differ in this particular case, one may assume that both *set* and *sette fra seg* are similar on a semantic level. It implies that the syntactically divergent correspondences can be semantically congruent.

Table 2-1 Norwegian translations of the transitive single-word verb *set*

N	Translations	N occurrences	%
1.	Sette	10	23.25%
	Sette fra seg	3	6.97%
2	Stille	3	6.97%
3.	Legge	3	6.97%
4.	Innfatte	2	4.65%
5.	Dekke	2	4.65%
6.	Plassere, la, forelegge, innstille, besette, utløse, fastlegge, sette inn, til at, oppsette, få til å, sette i gang	1 x 12	27.9%
7.	Paraphrase	5	11.62%
8.	Zero	3	6.97%
Total		43	100%

It is shown in table 2-1 that only 10 occurrences (23.25%) of the transitive single-word verb *set* out of 43 occurrences are translated by its cognate *sette*. In 3 occurrences (6.97%) the transitive single-word verb *set* is rendered by the transitive phrasal verb *sette fra seg* and is thus divergent. 1 case is identified in which the transitive single-word verb *set* is expressed by the transitive phrasal verb *sette inn* and the intransitive multi-word verb *sette i gang*. Both *sette inn* and *sette i gang* illustrate different syntactic patterns from their original. In other cases *set* is translated by a range of transitive single-word verbs. In the subcategory ‘Transitive single-word’, 28 out of 43 occurrences are congruent and it makes up 65.11%. It



is relevant to note that paraphrase, accounting for 5 instances, refers to the instances in which the corresponding verb of *set* is not identified in the translation. In the case of the paraphrase the syntactic pattern of the translation is different from the original but the original sense is kept in the translation (cf. example 2.2). The paraphrase represents syntactically divergent correspondences. Zero correspondences occur in 3 instances and it makes up 6.97%.

### 2.2.2 Reflexive single-word verb

In the English language, reflexive verbs are represented by transitive verbs followed by a reflexive pronoun. There are only 2 occurrences of the reflexive single-word verb *set* in my data. Its use is illustrated in examples (2.5) and (2.6).

(2.5a) Only when they were in the car – a new Audi Quattro, with every modern gadget available, including a bleeper which went off if you exceeded the speed limit you *set yourself*, of which Angus was extremely proud – did Jean say: ‘‘What’s more, Mrs Hopfoot came in for Mogadon. (FW1)

(2.5b) Først da de var i bilen – en ny Audi Quattro med alle mulige moderne innretninger, inklusive pipesignal som ble slått på når du passerte fartsgrensen du *satte*, Angus var fryktelig stolt av dette – sa Jean: ‘‘Og attpåtil kom fru Hopfoot inn etter Mogadon. (FW1T)

The reflexive single-word verb *set yourself* which has a transitive use as it is shown in the present example is translated by the transitive single-word *sette*. It is shown that the reflexive pronoun *yourself* is not reflected in the translation. Therefore, we have a case of divergent correspondences.

Let us have a look at example (2.6).

(2.6a) Alice knew that the two men would now talk, without concerning themselves with her, and *set herself* to guard her interests, while she looked out of the bow-window into the garden, where rubbish of all kinds reached to the sills. (DL2)

(2.6b) Alice visste at de to mennene ville begynne å snakke sammen nå, uten bry seg mer med henne, og hun *innstilte seg på* å verne om sine egne rettigheter. Hun satt og så ut av det høye buevinduet, ut i hagen, som var så full av søppel at det rakk helt opp til vinduskarmen. (DL2T)

In example (2.6) it is shown that reflexive single-word *set oneself* is translated by a reflexive multi-word verb *instille seg på*. This is a case of non-congruent correspondences due to the presence of the preposition *på* in the translation which is omitted in the original.

It is illustrated that the frequency of reflexive single-word *set oneself* is restricted to 2 occurrences and makes up 1.81 % of the total number of the occurrences of *set* (See Table 2-4 p.53). It is shown that *set oneself* is not expressed by its cognate *sette seg* in the translation. Both cases illustrate divergent correspondences, i.e. they represent different syntactic patterns in the original and the translation.

### 2.2.3 Multi-word verb

Multi-word verbs found in my data have been divided into the following groups: phrasal verbs, prepositional verbs, phrasal-prepositional verbs, reflexive multi-word and the category ‘Verb + Noun + preposition’.

#### 2.2.3.1 Phrasal verb

Phrasal verbs typically function as a single unit of meaning so that they may be replaced by one verb. In my data, *set* is extensively used as a phrasal verb, accounting for 37 occurrences of the total number of the occurrences of *set*.

‘A phrasal verb is a two-word verb where the second element is an adverbial particle. Such phrasal verbs can be transitive and intransitive’ (Hasselgård et al. 1998:154). The striking feature of phrasal verbs is that they can undergo the movement rule, i.e. the verb and the particle can be separated from each other.

*Set* as a part of a phrasal verb is shown in the following example:

(2.7a) They **set down** the coffin with a show of reverence. (BC1)

(2.7b) De **satte ned** kisten med forstilt ærbødighet. (BC1T)

It is clear from example (2.7) that the translation *sette ned* represents a congruent correspondence. The adverbial particle *down* is retained in the translation and is rendered by

*ned*. *Set* is expressed by its cognate *sette*. *Set down* and its literally translated counterpart *sette ned* exhibit a common semantic content and present congruent semantic correspondences.<sup>7</sup>

Let us treat another example:

(2.8a) This seemed to me a perfectly reasonable statement, but for some reason it **set** Nigel **off** laughing. (JB1)

(2.8b) Dette syntes jeg var helt på sin plass å si, men av en eller annen grunn **fikk** det Nigel **til å** le. (JB1T)

Example (2.8) is interesting in terms of its syntactic structure. One may believe that the word combination *set Nigel off (laughing)* shares the features of both complex transitive and phrasal verb. It is shown that the direct object is followed by an object predicative. At the same time I treat *set* as a transitive phrasal verb due to its preposition *off* which is separable from the main verb. In the translation it is evident that the syntactic pattern *set (somebody) off* is expressed by the Norwegian verb *få (noen) til å*. It is clear that *set (somebody) off* and *få (noen) til å* are syntactically different from each other. Therefore, this is a case of syntactically non-congruent correspondences.

Table 2-2 Norwegian translations of the transitive phrasal verb *set*

N	Phrasal verb	Translation	N occurrences	%
1.	Set up	Stifte	1	2.7%
		Sette opp	1	2.7%
		Få	1	2.7%
		Sette	1	2.7%
		Avtale	1	2.7%
		Rigge til	1	2.7%
		Legge	1	2.7%
		I orden	1	2.7%
		Slå opp	2	2.7%
		Paraphrase	1	2.7%
2.	Set out	Tenke	1	2.7%
		Legge	1	2.7%
		Sette fram	1	2.7%
		Legge ut	1	2.7%
		Zero	2	5.4%
3.	Set (somebody) off	Få (noen)til å	3	8.1%
	Set off	Sette	1	2.7%
		Til å	1	2.7%

<sup>7</sup> See Section 1.2.4 Dyvik's study.

		Sette igang	1	2.7%
		Strømme på	1	2.7%
4.	Set down	Sette	1	2.7%
		Sette fra seg	1	2.7%
		Sette ned	2	5.4%
		Sette seg	1	2.7%
		Referere	1	2.7%
		Smelle	1	2.7%
5.	Set aside	Tilsidesette	1	2.7%
		Svelge	1	2.7%
		Forsake	1	2.7%
		Anvise	1	2.7%
6.	Set apart	Skape	1	2.7%
		Skjelne	1	2.7%
Total			37	100%

It appears from table 2-2 that the transitive phrasal verb *set* is not commonly translated by a phrasal verb in Norwegian. It is shown that in many cases the transitive phrasal verb *set* is translated by the transitive single-word *sette* and, therefore, divergent in most cases. The phrasal verb *set* is congruently translated by its phrasal cognate verb *sette* in 5 out of 37 occurrences (13.51%). Overall, the syntactically congruent correspondences make up 24.32%. Hence, it is clear that the present occurrences show a relatively low degree of congruent correspondences. In the present subcategory a range of verbs in the translations is listed. Many of them occur only once and are semantically distinct from the original. The paraphrase constitutes 2.7%, whereas zero correspondences make up 5.4% in the current subcategory.

### 2.2.3.2 Prepositional verb

A prepositional verb is a two-word verb which implies a combination of a verb plus a preposition. The most striking feature of prepositional verbs is that they do not take the particle/preposition movement rule, i.e. the verb and the preposition cannot be separated from each other, as in:

(2.9a) He then *set about* enquiring of his neighbours whether they had plans to move on, and asked them to warn him if and when they found somewhere else to their liking. (AB1).

(2.9b) Så *begynte* han å spørre naboene om de gikk med planer om å flytte, og ba dem underrette ham hvis og når de fant noe de likte. (AB1T)

It appears from example (2.9) that the transitive prepositional verb *set about* which is expressed by the transitive single-word verb *begynne*. The preposition *about* which is inseparable from the original verb *set* is not reflected in the translation. Thus, *set about* and *begynne* are the syntactically non-congruent correspondences.

In my data the transitive prepositional verb *set about* occurs twice and makes up 1.8% of the total number of the occurrences of *set* (See Table 2-4). It is translated in both cases by the single-word verb *begynne* which is one of the basic dictionary translations and which has a distinct syntactic pattern from the original.

### 2.2.3.3 Phrasal-prepositional verb

A phrasal-prepositional verb is a three-word verb combination which consists of a verb + an adverb + a preposition. In my material the present subcategory also represents a minority. Only 1 occurrence has been identified in which the transitive verb *set* is used as a phrasal-prepositional verb. It is shown in example (2.10):

(2.10a) Whatever of value Greville had ***set out with*** would have been in his wallet, which had fallen to an earlier predator. (DF1)

(2.10b) Det Greville eventuelt hadde ***hatt med seg*** av verdier, hadde helst ligget i lommeboken. Men den hadde jo falt i klørne på en tidligere langfinger. (DF1T)

It is shown that the phrasal-prepositional verb *set out with* is translated by the verb *ha* followed by a preposition and the reflexive pronoun. It is obvious that in this particular single case the syntactic pattern of the original is distinct from its translation. Hence, *set out with* and *ha med seg* present syntactically divergent correspondences.

### 2.2.3.4 Reflexive multi-word verb

The category ‘‘multi-word reflexive verb forms’’ constitutes only 2 occurrences of the total number of the examples of *set*. Its use is illustrated in examples (2.11) and (2.12):

(2.11a) She considered it, with little justification, beneath her; she strove to ***set herself apart***, to cut herself off, and succeeded. (MD1)

(2.11b) Hun fant det under sin verdighet, med liten begrunnelse. Hun strebet etter å *skille seg ut*, å isolere seg, og hun klarte det. (MD1T)

In example (2.11) the multi-word reflexive verb *set herself apart* which is translated by the multi-word reflexive *skille seg ut* keeps the same syntactic construction in the translation. The reflexive pronoun and preposition in the original are retained in the translation. Hence, the verbs in question are syntactically congruent correspondences.

Let us have a look at example (2.12):

(2.12a) Philip, given the sack six months ago from the building firm – the first to be sacked, and Alice knew why, because of his build: of course any employer would think, this weakling - had *set himself up*. (DL2)

(2.12b) Det var seks måneder siden Philip hadde fått sparken fra bygningsfirmaet – den første som ble oppsagt, og Alice visste hvorfor, det var fordi han var så spinkel: naturligvis ville enhver arbeidsgiver tro han var en svekling. (DL2T)

Example (2.12) illustrates that the reflexive multi-word *set oneself* is not expressed in the translation. To identify whether *set oneself* expresses in the translation the paraphrase or the corresponding verb *være* may seem quite challenging at the first sight. Due to the syntactic restructuring in the last clause of the sentence, i.e. [...] *this weakling – had set himself up* and its counterpart [...] *han var en svekling*, one may presuppose that this is a paraphrase. At the same time, analyzing the present case, one may, probably, assume that *set oneself up* may be rendered by the verb *være* in the translation. I treat this example as a paraphrase, and as such it is a case of divergent correspondences.

Hence, the multi-word reflexive verb forms of *set oneself* the frequency of which is restricted to 2 occurrences do not correspond to its cognate in the translations. In 1 out of 2 cases *set oneself* keeps its syntactic pattern and, thus, is syntactically congruent. The other example is a paraphrase and illustrates the non-congruent type of correspondences.

### 2.2.3.5 Verb + Noun + Preposition

The present subcategory includes set expressions which consist of Verb + Noun + Preposition and its striking feature is its inseparability. In my material only 2 cases have been

identified and make up 1.81 % of the total number of the examples of *set* (See Table 2-4). Example (2.13) illustrates this particular syntactic structure:

(2.13a) Somebody had tried to *set fire to* them, lost heart and left them. (ST1)

(2.13b) Noen hadde prøvd å *sette fyr på* dem, men hadde mistet motet og alt dem ligge. (ST1T)

The present example shows that all the constituents of the set expression *set fire to* are retained in the translation. This is an example of a syntactically congruent correspondence, the salient feature of which is the keeping of the same syntactic pattern in going from original to translation. If we take into consideration Dyvik's statement "common syntactic properties across two languages imply common semantic properties", we can conclude that *set fire to* and its corresponding set expression *sette fyr på* represent semantically congruent translations.

Let us have a look at example (2.14):

(2.14a) Eleven children, fifteen grandchildren six great-grandchildren, and there's a bloke at the British Legion I've *set me cap at*." (ST1)

(2.14b) Elleve unger, femten barnebarn, seks olderbarn, og nå *har* jeg en herremann nere på krigsveteranklubben *i kikkerten*." (ST1T)

The structure of the English original *I've set me cap at* is interesting and unusual in terms of its syntactic structure. It indicates the colloquial style. It is shown that *set [...] cap at* is rendered by *ha (noe) i kikkerten*. It is clear that this is a case of syntactically non-congruent correspondences.

## 2.3 Intransitive verb

### 2.3.1 Single-word

According to Hasselgård et al., (1998:153): "Intransitive verbs do not take objects, though some of them must have an adverbial element." In Quirk et al. it is stated, "Where no complementation occurs, the verb is said to have an INTRANSITIVE use" (Quirk et al. 1985: 1169). In compliance with Quirk et al. there are 3 types of verb in the category "Verb in intransitive function" (Quirk et al. 1985: 1169): 1) Pure intransitive verbs, which do not take

an object at all (or at least do so only very rarely), as in *appear, come, die, digress, go, etc.*; 2) Verbs which can also be transitive with the same meaning, and without a change in the subject–verb relationship. Examples are *drive, win, enter, play, etc.* 3) Verbs which can also be transitive, but where the semantic connection between subject and the verb is different in the two cases. Examples are *begin, change, close, drop, increase, turn, etc.* The present data shows that single-word *set* has an intransitive function, as exemplified in:

(2.15a) And the April sun *set* in its full glory. (GN1)

(2.15b) Og aprilsolen *gikk ned* i sin fulle prakt. (GN1T)

It is evident that the intransitive single-word *set* does not take an object. In the translation *set* is rendered by the intransitive multi-word verb *gå ned* the syntactic pattern of which is distinct from its original. It indicates at the divergent type of syntactic correspondences.

The subcategory “intransitive single-word” includes 3 occurrences of the total number of the occurrences of *set*. In 2 cases the intransitive single-word verb *set* is translated by the intransitive multi-word verb *gå ned*. In another case with *set* the whole sentence is paraphrased. All the instances are represented by syntactically divergent correspondences.

### 2.3.2 Multi-word

The category “Intransitive multi-word verb” is represented by phrasal verb forms.

#### 2.3.2.1 Phrasal verb

A phrasal verb may be intransitive, as mentioned in subsection 2.5.1. In Quirk et al. it is said, “Such phrasal verbs are usually informal” (Quirk et al.2005: 1152). *Set* as a part of the intransitive phrasal verb is illustrated in example (2.16):

(2.16a) He turned away, ducking my gaze, and *set off* doggedly towards his mother. (DF1)

(2.16b) Han snudde seg vekk unngikk blikket mitt, og *trasket* trøstig hjemover til moren. (DF1T9)



It is shown that the intransitive phrasal verb *set off* which consists of the verb form *set* + adverbial particle *off*. In spite of the fact that the intransitive phrasal verb *set off* keeps an intransitive element in the translation, the adverbial particle is omitted in the translation. Thus, intransitive phrasal verb *set off* is expressed by the intransitive single-word verb *traske*. Hence, *set off* and *traske* present syntactically divergent correspondences.

Let us have a look at example (2.17):

(2.17a) So when Evelyn invited Kate to dinner to meet Ted, as in the natural course of events (or at least in the natural course of events in a life such as Evelyn's) she did, Kate ***set off*** with considerable curiosity to meet this shadowy monster – her imagination also fired, it must be admitted, by accounts of the offstage drama of the suicidal and passionate actress. (MD1)

(2.17b) Så da Evelyn inviterte Kate til middag for at hun skulle møte Ted, noe hun gjorde som en naturlig følge av begivenhetenes gang (i hvert fall i et slikt liv som Evelyns), ***dro*** Kate ***avsted*** med stor nysgjerrighet for å møte dette skyggeaktige uhyret. Det må innrømmes at fantasien hennes også var oppildnet av historiene om dramaet med den selvmorderiske og lidenskapelige skuespillerinnen. (MD1T)

I include example (2.17) to show that intransitive phrasal verb *set* can be congruently translated. It clear from example (2.17) that *set off* and *dra avsted* present syntactically congruent correspondences.

Table 2-3 Norwegian translations of the intransitive phrasal verb *set*

N	Intransitive phrasal verb	Translations	N occurrences	%
1.	Set up	Starte	1	6.6%
		Etablere	1	6.6%
	Set in	Begynne	3	20%
		Paraphrase	1	6.6%
3.	Set off	Traske	1	6.6%
		Starte	1	6.6%
		Dra avsted	1	6.6%
		Legge i vei	1	6.6%
		Rule avsted	1	6.6%
4.	Set out	Dra	1	6.6%
		Dra av sted	1	6.6%
		Følge	1	6.6%
		Reise	1	6.6%
Total			15	100%

It is illustrated in table 2-3 that the intransitive phrasal verb *set*, accounting for 15 occurrences includes a range of various verbs which occur only once in the translations, apart from the phrasal verb *set in* which is found in 3 occurrences and is translated by the single-word verb *begynne*. It is shown that the cases where the verbs are congruent represent the minority. It makes up 13.3%, or 2 occurrences. The rest of the instances present syntactically divergent correspondences. It means that intransitive phrasal *set* is translated by both single- and multi-word verbs the syntactic pattern of which does not completely fit into the original syntactic pattern.

## 2.4 Copular

According to Quirk et al., ‘‘A verb is said to have COPULAR complementation when it is followed by a subject complement or a predication adjunct, and when this element cannot be dropped without changing the meaning of the verb. The verb in such a clause is a COPULAR (or linking) verb, and is equivalent in function to the principal copula, the verb *be*’’ (Quirk et al. 2005: 1171). A copular verb is a verb which connects the subject to the complement. It has the sense of *to be* or *to become*. In my data only 1 case has been identified. It is showed in example (2.18).

(2.18a) Muscle tears *set* solid, discs weld together. (JB1)

(2.18b) Forstrukkede muskler stivner, ryggskiver gror sammen. (JB1T)

In example (2.18) the copular *set* is not visible in the Norwegian translation. It is represented by the paraphrase in the translation. It is clear therefore that this is a case of divergent correspondence.

## 2.5 Catenative

In Quirk et al. it is stated, ‘‘The term CATENATIVE will in practice be used to denote verbs in such constructions as *appear to*, *come to*, *fail to*, *get to*, *happen to*, *manage to*, *seem to*, *tend to*, and *turn out to* followed by the infinitive.’’ (Quirk 1985: 146). At the same time, in Chrystal catenative is described as ‘‘ a lexical word which governs the non-finite form of

another lexical verb’’ (Crystal 1991: 50). If it is so, my material shows that *set* occurs in the use of the catenative in 2 cases of the total number of the occurrences of *set*.

(2.19a) Gently, methodically, and implacably, the Senator *set* to work. (RDA1)

(2.19b) Forsiktig, metodisk og kompromissløst *satte* senatoren *i gang*. (RDA1T)

This example seems tricky to treat. If we assume that *set* is a catenative which is followed by the infinitive *to work* and is translated by *sette i gang*, then it appears that *set* and *sette i gang* are syntactically divergent.

In my material the catenative *set* accounts for 2 occurrences (1.81 %) of the total number of the cases of *set* (See Table 2-4). It is illustrated that the catenative *set* is translated by the multi-word verb *sette i gang* and *gå i gang*<sup>8</sup>. Despite the fact that *set* in the original is expressed by *sette* in the translation, they present different syntactic patterns. Hence, *sette i gang* and *gå i gang* are both divergent correspondences.

## 2.6 Concluding remarks

This chapter has given an overview of the classification of the English verb *set* in my material according to its syntactic categories and Norwegian correspondences.

The largest syntactic categories of *set* are the transitive single-word and the transitive phrasal verb. As is shown in the tables and examples, *set* has both congruent and divergent correspondences in Norwegian on a syntactic level.

It is illustrated in table 2-1 that *set* is congruently translated by its cognate *sette* in only 23.25% of the occurrences of the transitive single-word verb *set*. The syntactically congruent correspondences constitute 65.11% of the transitive single-word *set*.

As for the transitive phrasal verb *set*, it is congruently translated by its phrasal cognate verb *sette* in 5 occurrences and makes up 13.51% (cf. Table 2-2). Overall, the syntactically congruent correspondences of the transitive phrasal verb *set* make up 24.32%. It is seen that the transitive phrasal verb *set* presents a variety of Norwegian translations which exhibit various semantic content. For example the verb *set aside* yields *tilsidesette*, *svelge*, etc. It is clear that *tilsidesette* ‘set aside’ and *svelge* ‘swallow’ convey different semantic content. It is

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<sup>8</sup> See example (1.30) in subsection 1.8 Chapter 1.

important to remark that a range of translations with different semantic meaning is found in the transitive multi-word verbs, in particular, phrasal ones. It may suggest that *set* has a tendency to be polysemous.<sup>9</sup>

The intransitive phrasal verb *set* is ranked third in frequency (cf. Table 2-3). It is shown that the intransitive phrasal verb *set* and its corresponding verbs have congruent and divergent translations. However, syntactically congruent translations make up 13.3%.

The other established syntactic categories, as shown in Table 2-4, constitute the minority of the instances which illustrate syntactically both congruent and divergent correspondences, as it appears from analysis.

It is shown that paraphrases of *set* which imply divergent correspondences, occur in 9%, whereas zero correspondences are found in 4.54% of the total number of the occurrences of *set*.

The established syntactic categories are relevant to the description of the verb *set* according to its semantic meaning and the contrastive analysis of *set* vs. *sette*.

It is important to remark that *set* which is widely used as a multi-word verb creates meanings absolutely different from the original one. This fact contributes to the polysemous nature of *set*. It is discussed further in Chapter 4.

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<sup>9</sup> Discussion of the semantic meanings of *set* (See Chapter 4).

### 2.6.1 Syntactic distribution

Table 2-4 illustrates the syntactic categories of the English verb *set* found in the ENPC.

Table 2-4 Distribution of *set* according to the syntactic categories

Syntactic categories of the English verb <i>set</i>	N occurrences	%
<b>TRANSITIVE VERB</b>		
Single-word	43	39.09%
Reflexive single-word	2	1.81%
Multi-word		
Phrasal verb	37	33.63%
Prepositional verb	2	1.81%
Phrasal-prepositional verb	1	0.9%
Reflexive multi-word	2	1.81%
Verb + noun +preposition	2	1.81%
<b>INTRANSITIVE VERB</b>		
Single-word	3	2.72%
Multi-word		
Phrasal verb	15	13.63%
<b>COPULAR</b>	<b>1</b>	0.9%
<b>CATENATIVE</b>	<b>2</b>	1.81%
Total	110	100 %

### 3 Syntactic characteristics of the verb *sette*

#### 3.1 Introduction

The present chapter deals with the Norwegian verb *sette* in terms of syntax on the basis of 426 examples. A short description of relevant syntactic categories of the Norwegian verb *sette* is presented in this chapter, namely: transitive single-word and reflexive single-word; transitive multi-word: phrasal, prepositional, phrasal-prepositional, other uses of multi-word verb forms, reflexive multi-word, the syntactic category Verb+Noun+Preposition/Adverbial element; intransitive single-word and multi-word: phrasal, phrasal-prepositional and other uses of intransitive multi-word verbs. As in chapter 2, the syntactic categories mentioned above constitute the starting point for finding out and analyzing the semantic categories of the verb *sette* and for carrying out the contrastive analysis of *sette* vs. *set*. A more detailed analysis of the semantic categories of *sette* is shown in chapter 5.

#### 3.2 Transitive verb

In Norwegian the transitive verb *sette* is found in mono- and complex transitive uses.

##### A. *Sette* as monotransitive verb

The occurrence in which *sette* functions as a monotransitive verb is illustrated in the following example:

(3.1a). De var flinke til ikke å *sette* merker. (JM1)

It is shown that *sette* is followed by a single direct object *merker*. It is worth noting that the translation of the original sentence is left out.

##### B. *Sette* as complex transitive verb

As a complex transitive verb, *sette* can be followed by a direct object + object predicative or by a direct object and an obligatory adverbial.

(3.2a). Den brøt opp vinterisen i bukta, og *satte* havstrømmens krefter *fri igjen*. (MN1)

(3.2b). It broke up the winter ice in the bay and once again *set* free the forces of the ocean current. (MN1T)

Example (3.2) illustrates that the complex transitive *sette* is followed by a direct object *havstrømmens krefter* and an object predicative which is expressed by an adjective *fri*. Moreover, it is worth noting that *sette* is used as a transitive phrasal verb *sette (noe) igjen*<sup>10</sup>.

(3.3a). Forestiller meg at hvis det smeller en dag, det store smellet, så sitter de der midt i en samtale om gardiner og kalorier og eiendomsskatt og lungekreft og hus på Sicillia og **setter** cocktailbæret i halsen og ingen skjønner noenting. (BV2)

(3.3b). I can just imagine that if it all goes one day, the big bang, they 'll be sitting there in the middle of a conversation about curtains and calories and property tax and lung cancer and houses in Sicily and then 'll **swallow** their cocktail cherries the wrong way and no-one will understand anything. (BV2T)

In example (3.3) the complex transitive verb *sette* is followed by the direct object *cocktailbæret* and an adverbial which is rendered by the prepositional phrase *i halsen*.

The present research reveals that in my material the Norwegian transitive verb *sette* is used as a monotransitive and complex transitive verb. Transitive verbs are expressed by both single- and multi-word forms.

### 3.2.1 Single-word

Single-word verb *sette* occurs 111 times out of the total of 426. It is illustrated in the following example:

(3.4a) Slaktern tømte resten av flasken og **satte** den på nattbordet. (LSC2)

(3.4b) The Butcher finished off the rest of the bottle and **set** it on the nightstand. (LSC2T)

It is shown in example (3.4) that the single-word *sette* is expressed by its cognate single-word *set* in the English translation. This is an example of a congruent correspondence, i.e. the keeping the same syntactic pattern in going from original into translation. Moreover, the syntactic congruency of *sette* by *set* points to the semantic congruency.

Let us have a look at example (3.5).

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<sup>10</sup> Classification of the phrasal verb *sette* is given in Table 3-3.

(3.5a). Sven har staket opp sluket på badet og hjulpet Stig med å lappe sykkelen, etterpå har han kjørt til en venn for å hjelpe til med å *sette* båten på vannet. (BV2)

(3.5b). Sven has cleared out the waste pipe in the bathroom and helped Stig mend a puncture on his bike, and now he has driven round to a friend's to help him to *get* his boat on the water. (BV2T)

In example (3.5) the transitive single-word *sette* is rendered in the translation by the transitive single-word verb *get*. Similarly, as in the previous example, *set* and *get* are congruent syntactic correspondences. Nevertheless, the meaning of *get* in the translation is distinct from the original. In my data it makes up only 2 occurrences. To my mind this example is worth noting with an aim to show that *set* can yield various verb equivalents in the translations, the meaning of which may seem completely different from the original<sup>11</sup>.

(3.6a). Det var som om han snakket til det ekstra spannet som han hadde *satt* på kjøkkenbenken. (KF2)

(3.6b). "It's high time she came to collect her milk," said Uncle Kristen, addressing no one in particular, almost as though talking to the can of milk that *sat* there on the kitchen worktop. (KF2T)

Example (3.6) is worth taking into consideration due to the different syntactic patterns in the original and its translation. It is shown that the transitive single-word *set* is expressed by the intransitive single-word verb *sit* in the translation. This is a case of syntactically non-congruent correspondence with the replacement of the transitive verb in the original by the intransitive verb in the translation. I believe that the present example is unusual in terms of its context and style. In the original it is clear that *sette* is a transitive verb which is combined with a direct object *det extra spannet/can of milk*, while in the translation the relevant inanimate item becomes animate and fulfills an action by means of the intransitive verb *sit*.

Table 3-1 English translations of the transitive single-word verb *sette*

N	Translation	N occurrences	%
1.	Put	38	34.23%
2.	Set	16	14.41%
3.	Place	11	9.9%
4.	Give	3	2.7%
5.	Get	3	2.7%

<sup>11</sup> The semantic meanings of *sette* are discussed in Chapter 5



6.	Sit	2	1.8%
7.	Move	2	1.8%
8.	Put down	2	1.8%
9.	Appoint, mark, invest, stand up, thrust, send up, settle, return, cause, stake, hold, swallow, cock, tear, stand, show, put away, nickname, flick, test, leave, go, put out, assign, draw	1 x 25	22.52%
10.	Paraphrase	5	4.54%
11.	Zero	4	3.6%
Total		111	100%

In table 3-1 it is shown that the monotransitive single-word verb *sette* is translated by its cognate *set* in 16 occurrences. It makes up 14.41 % of the occurrences of the transitive single-word *sette*. It is evident that in a majority of cases *sette* is translated by its synonym *put*. It makes up 34.23%. The transitive single-word verb *place* is found in 9.9% in the translations. The single-word verbs *give* and *get* which are semantically different from each other as well as from the verb *set* accounts for 2.7% each. It is worth noting that there are 2 cases (1.8%) in the present material in which the transitive single-word verb *set* is expressed by the intransitive single-word *sit* (cf. Example 3.6). The multi-word verb *put down* and the single-word *move* occur in translations in 1.8% each. In the other 25 cases of translations the transitive single-word verb *sette* which occurs once is expressed by both single- and multi-word verbs. Zero correspondences have been used in 4 cases. It accounts for 3.6%. After all, the paraphrase of *sette* which implies the modification of the syntactic pattern but preserving of the original meaning and, thus, non-congruent correspondences, accounts for 4.54%. Therefore, the syntactic pattern of the original verb is kept in the translation in more than half cases, i.e. the cases of congruent translations make up 83.78%.

### 3.2.2 Reflexive single-word

In my data the verb *sette* occurs as a reflexive single-word verb in 110 cases of the total number of occurrences of *sette*.

(3.7a). Jeg husker for eksempel en kvinne som også *satte seg* ved bordet mitt. (FC1)

(3.7b). I remember, for instance, a woman who also *sat* at my table, once. (FC1T)

It is illustrated in example (3.7) that the transitive reflexive single-word verb *sette seg* is translated by the intransitive single-word verb *sit*. It is shown that the reflexive pronoun *seg* in the original is left out in the translation.

(3.8a). Hun vasker seg og går til kantinen, **setter seg** ved det faste bordet sammen med Gun og Inger og Agnes. (BV2)

(3.8b). She washes her hands and goes to the canteen, **sit down** at her usual table with Gun and Inger and Agnes. (BV2T)

In example (3.8) *sette seg* is expressed by the intransitive multi-word verb *sit down*. The reflexive pronoun *seg* of the original verb *sette seg* is omitted in the translation. The translation illustrates the intransitive phrasal verb *sit down* in which *down* is an adverbial particle. Therefore, both *sit* and *sit down* are syntactically different from the original *sette seg* and, thus, present syntactically divergent correspondences.

Table 3-2 English translations of the reflexive single-word verb *sette seg*

Translations	N occurrences	%
Sit down	68	61.81%
Sit	22	20%
Seat oneself	4	3.63%
Take a seat	3	2.72%
settle	2	1.81%
Set oneself, to be seated, settle down, get, sink, take up, start	1 x 7	6.36%
Paraphrase	3	2.72%
Zero	1	0.9%
Total	110	100%

It is shown in table 3-2 that the reflexive single-word verb *sette seg* accounts for 110 occurrences. The reflexive verb *sette seg* corresponds to its cognate *set oneself* only in 1 case. It is illustrated that in a majority of cases *sette* which has its basic dictionary meaning *sit down* makes up 61.81% in my data. Its synonym *sit* occurs in 20%. The expression *take a seat* is found in the translations in 2.72%. Further, the 4 occurrences of the semantically close reflexive verb *seat oneself* are identified and make up 3.63%. The single-word verb *settle* which presents a syntactic pattern different from the reflexive verb *sette seg* appears in 1.81%. The paraphrase which implies, as it has been pointed out, the modification of the syntactic pattern of *sette* and even the structure of the sentence but preserving of the original meaning,

accounts for 2.72%. Zero correspondences which have been used in cases of omitting of the whole sentence or the word in the translation make up 0.9%. The present data indicates that the syntactic correspondences are in many cases divergent and constitute 95.45%.

Therefore, it is clear that the syntactic congruency of the reflexive verb *sette seg* and its correspondences is low. It appears that the reflexive verb *sette seg* is rendered by the English reflexive verb in 5 occurrences and makes up 4.54%.

### 3.2.3 Multi-word

Multi-word verb *sette* is represented by phrasal, prepositional, phrasal-prepositional verb, other uses of transitive multi-word verb forms, reflexive multi-word and Verb + Noun + Preposition/Adverbial element.

#### 3.2.3.1 Phrasal verb

For a definition of phrasal verbs see Section 2.2.3.1.

The Norwegian phrasal verb *sette* constitutes 105 occurrences. Its use is illustrated in example (3.9):

(3.9a) Gloria *satte fram* kopper og askerbeger, skjenket te og melk og spurte om gjesten ville ha sukker. (TB1)

(3.9b) Gloria *put out* cups and ashtrays, poured out the tea and milk and asked if her guest took sugar. (TB1T)

In the present example the transitive phrasal verb *sette fram* is translated by the transitive phrasal verb *put out*. As far as the transitivity element and the adverbial element are retained in the translation, there is no doubt that *sette fram* and *put out* are syntactically congruent. On the assumption that “common syntactic properties across two languages imply common semantic properties<sup>12</sup>”, the present verbs in question turn out to be semantically congruent correspondences in this particular case.

Let us have a look at example (3.10):

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<sup>12</sup> See 1.2.4 Dyvik's study.

(3.10a). Da hun hadde spist, skylte hun av tallerkenen og bestikket og *satte* det *inn* i oppvaskmaskinen som gikk under navnet Gunda. (EG1)

(3.10b). When she had eaten she rinsed off her plate and knife and fork and *put* them in the dishwasher. In happier times they had always called the dishwasher Emma.

In example (3.10) it is shown that the transitive phrasal verb *sette inn* is expressed by the transitive single-word verb *put* which appears to be non-congruent in terms of syntactic structure. Therefore, *sette in* and *put* present divergent correspondences.

Table 3-3 English translations of the transitive phrasal verb *sette*

Transitive phrasal verb <i>sette</i>	Translations	N occurrences	%
Sette inn	Put	3	2.85%
	Install	2	1.9%
	Put in	2	1.9%
	insert	2	1.9%
	To be fast	1	0.95%
	Put indoors	1	0.95%
	Bring	1	0.95%
	Zero	1	0.95%
Sette i	Begin	2	1.9%
	Start	1	0.95%
Sette ut	Put out	1	0.95%
	Place	1	0.95%
	Set	1	0.95%
	Accomplish	1	0.95%
	Go	1	0.95%
	Drop	1	0.95%
Sette bort	Leave	1	0.95%
	Put away	1	0.95%
	Send away	1	0.95%
Sette fram	Put out	4	3.8%
	Set out	3	2.85%
	Open out	2	1.9%
	Display	1	0.95%
	Zero	1	0.95%
Sette nedpå	Touch	1	0.95%
Sette ned	Put down	1	0.95%
	Paraphrase	1	0.95%
	Set	1	0.95%
Sette (noe) ned igjen	Put down	1	0.95%
Sette over	Put on	2	1.9%
Sette på	Put on	8	7.61%
	Stick on	1	0.95%

	Send	1	0.95%
	Point at	1	0.95%
	Play	1	0.95%
	Come on	1	0.95%
	Start up	1	0.95%
	Paraphrase	2	1.9%
Sette opp	Put up	3	2.85%
	Set	2	1.9%
	Stand up	1	0.95%
	Erect	1	0.95%
	Take over	1	0.95%
	Put on	1	0.95%
	Open	1	0.95%
	Speed up	1	0.95%
	Tie up	1	0.95%
	Paraphrase	1	0.95%
Sette sammen	Bring together	1	0.95%
	Put together	1	0.95%
	Place	1	0.95%
	Made	1	0.95%
Sette for	Close	3	2.85%
	Zero	1	0.95%
Sette (noe)fra seg	Put down	13	12.38%
	Set down	5	4.76%
	Set aside	1	0.95%
	Set	1	0.95%
	Fling	1	0.95%
	Park	1	0.95%
Sette (noe) igjen	Set	1	0.95%
	Put down	1	0.95%
	Paraphrase	1	0.95%
Total		105	100 %

Table 3-3 shows that the transitive phrasal verb *sette* is found as part of various multi-word verb forms which are translated by both multi-word and single-word verbs. It is shown that the phrasal verb *sette* is congruently translated by its cognate phrasal verb *set* in 3 occurrences (2.85%). It is worth noting that a range of multi-word verb forms of *sette* are translated by its semantically close phrasal verb *put* keeping at the same time the same syntactic pattern in going from the original to the translation, e.g. *sette på* is translated by *put on* in 8 occurrences. It makes up 7.61%. *Sette fram* is rendered by *put out* in 4 occurrences (3.8%). The paraphrase which implies syntactical non-congruence of correspondences constitutes 4.76%. Therefore,

the syntactically congruent correspondences account for 40 occurrences and make up 38%. Zero correspondences make up 2.85%

It is important to emphasize that the translations include a wide range of verbs. The meaning of the separate verbs is slightly different from the original multi-word *sette*. Apparently, it indicates that *sette* has a tendency to develop polysemy. At the same time many verbs in the translations, the meanings of which are quite different from the original, occur only once each.

### 3.2.3.2 Prepositional verb

Prepositional verb *sette* makes up 2 occurrences and its use is shown in example (3.11):

(3.11a) Så *satte* han *etter* Sunniva nedover bakkene. (TTH1)

(3.11b) Patric turned and *ran* after Sunniva. (TTH1T)

It is illustrated in the example that the transitive prepositional verb *sette etter* is rendered by the intransitive single-word verb *run*. It may be doubtful and tricky to identify whether the translation equivalent of *sette etter* is *run* or *run after*. However, due to the fact that the transitive verb in the original is rendered by the intransitive one in the translation, it is clear that this particular case illustrates a syntactically divergent type of correspondences.

The occurrence in which *sette* functions as a transitive prepositional verb is shown in example (5.10) (See Chapter 5). In example (5.10) it is illustrated that *sette i* is rendered by the intransitive phrasal verb *burst out*. *Sette i* and *burst out* are thus also syntactically divergent.

### 3.2.3.3 Phrasal-prepositional verb

Phrasal-prepositional verb *sette* is found only in 2 cases. Its use is illustrated in example (3.12):

(3.12a). Og vi *satte* absolutt alt *inn på* å klare det. (GS1)

(3.12b). And we *did* absolutely all that we could to succeed. (GS1T)

It is shown in example (3.12) that the transitive phrasal-prepositional verb *sette inn på* is rendered by the transitive single-word verb *do*. It is shown that transitivity of the verbs is kept in both original and translation, whereas the adverbial element and preposition are omitted in the translation. It is clear that *sette inn på* and *do* turn out to be syntactically divergent correspondences.

In my material the phrasal-prepositional verb *sette* is found only in 2 occurrences and makes up 0.47% of the total number of the occurrences of *sette* (See Table 3-9 p.72). Both occurrences are cases of syntactically divergent correspondences.

### 3.2.3.4 Other uses of transitive multi-word verbs

The subcategory ‘Other uses of transitive multi-word verbs’ includes *sette* combined with other parts of speech. They make up 11 occurrences of the total number of the cases of *sette*. It is shown that almost all the verbs in the translations have a single occurrence, apart from *sette i gang* which is translated by *start* and makes up 3 occurrences. (See Table 3-4).

Example (3.13) and (3.14) show that the multi-word verbs *sette i scene* and *sette i gang* are expressed in the translation by single-word verbs *introduce* and *start* and therefore constitute non-congruent translations in terms of syntactic structure.

(3.13a). KAP. I der vi **setter i scene** fortelleren og hennes heltinne Louise ved hjelp av pålitelige og upålitelige historiske kilder, men aller mest ved hjelp av faste figurer, dristige heltinner, rivalinner til hest og sveikefulle fyrster. (SL1)

(3.13b). Chapter I in which we **introduce** the narrator and her heroine Louise with the aid of reliable and unreliable historical sources, but chiefly by means of established patterns, brave heroines, rival horsewomen and faithful princes. (SL1T)

(3.14a) Vi tenkte at det Ivan **satte i gang** mot oss var helvetes urettferdig og rått. (JM1)

(3.14b) We thought that what Ivan had **started** was bloody unjust and brutal. (JM1T)

Let us have a look at example (3.15):

(3.15a). Da hun fikk se hærfolkene nede på stranda, slapp hun høyballen fra seg og **satte i et rop**: ‘Jeg som har brød i ovnen! (TTH1)

(3.15b). When she saw the warriors on the shore, she dropped the hay and *shouted*. ‘‘And I have bread in the oven! (TTH1T)

To my mind example (3.15) is worth taking into analysis. It shows that the expression *sette i et rop* is translated by the single-word verb *shout* and, thus, presents a case of syntactically non-congruent correspondences. Moreover, it is clear that in the original focus is on the Norwegian noun *et rop* which in combination with the multi-word verb *sette i* appears to be the most important in the choice of the appropriate translation equivalent. It means that *sette i et rop* and *shout* are semantically congruent correspondences<sup>13</sup>.

Table 3-4<sup>14</sup> English translations of other uses of transitive multi-word verb *sette*

N	Other multi-word verb <i>sette</i>	Translation	N occurrences
	Sette sammen	reassemble	1
	Sette i gang	Start	3
		Set off	1
		Set	1
	Sette (noen) i gang med	Put (smbd) on to	1
	Sette i scene	introduce	1
	Sette til livs	Gobble down	1
	Sette inn i helheten	Unify	1
	Sette i et rop	Shout	1
Total			11

In table 3-4 it is shown that the multi-word verb *sette* and its translations are cases of divergent correspondences with respect to their syntactic pattern. Despite the fact that there are 2 cases in which *sette* is expressed by its cognate *set*, they express syntactically divergent correspondences, i.e. *sette i gang* and its translation equivalents *set off* and *set* present different syntactic patterns. It is shown that in a couple of cases the intransitive multi-word *sette* is found in combination with other parts of speech, for example, preposition and noun. Therefore, the most striking feature of such combinations is that the noun expresses the meaning of the verb in the translations, cf. example 3.15. What concerns the types of correspondences it is shown that all the instances are non-congruent correspondences. It means that the intransitive multi-word *sette* may be replaced by the single-word verb forms or various set expressions the syntactic pattern of which differs from the original.

<sup>13</sup> It points to the contextual view of meaning. (cf.) Tognini-Bonelli (1996).

<sup>14</sup> Some tables are not provided with percentages, in particular these ones which include less frequent occurrences and syntactically divergent correspondences.



### 3.2.3.5 Reflexive multi-word verb

Multi-word reflexive verb *sette seg* makes up 43 occurrences. Its use is illustrated in example (3.16) and (3.17).

(3.16a). Jeg stønnet, **satte meg opp** i sengen og ristet søvnen av meg. (LSC2)

(3.16b). I groaned, **sat up** in bed and shook the sleep off. (LSC2T)

(3.17a). Han famlet etter ordene, **satte seg ned** på en krakk og så ned på føttene sine. (KAL1)

(3.17b). He could not find his voice, and, searching for words, he **sat down** on a stool and looked at his feet. (KAL1T)

It is shown that in examples (3.16) and (3.17) the reflexive multi-word verb forms *sette seg opp* and *sette seg ned* are translated by intransitive multi-word verbs forms, i.e. *sit up* and *sit down*. Moreover, the reflexive pronoun *seg* from the original verb is not reflected in the translation. It indicates that the correspondences appear to be syntactically divergent.

Let us have a look at example (3.18):

(3.18a). Mer og mer av urmakerens tid gikk med til hans nye lidenskap astronomien; han tenkte ikke på annet – og for å beholde hybelen ble jeg nødt til å **sette meg inn i** sakene. (EFH1)

(3.18b). The watchmaker spent more and more of his time on this new passion of his – astronomy. He thought about nothing else – and to keep my room I had to **look** into the matter. (EFH1T)

In example (3.18) it is shown that the reflexive multi-word *sette seg inn i* is rendered by the intransitive single-word verb *look* and, thus, *sette seg inn i* and *look* illustrate syntactically divergent correspondences, as was the case in examples (3.16) and (3.17).

Table 3-5 English translations of the reflexive multi-word verb *sette seg*

N	Multi-word sette seg	Translations	N occurrences	%
1.	Sette seg opp	Sit up	6	13.95%
	Sette sego opp mot	Rebel against	1	2.32%

2.	Sette seg inn i	Get in	3	6.97%
		Imagine	1	2.32%
		Get	1	2.32%
		Sit inside	1	2.32%
		Look	1	2.32%
3.	Sette seg ned	Sit down	14	32.55%
4.	Sette seg nedpå	Sit down	1	2.32%
5.	Sette seg bort	Move over	1	2.32%
6.	Sette seg over	Move over	1	2.32%
7.	Sette seg på huk	Squat down	3	6.97%
8.	Sette seg fore	decide	1	2.32%
		Set out	1	2.32%
9.	Sette seg fast	Set in	1	2.32%
		Stick	1	2.32%
		Paraphrase	1	2.32%
10.	Sette seg imot	To be against	1	2.32%
	Sette seg i swing	Get cracking	1	2.32%
	Sette seg til doms over	Turn into a judge of	1	2.32%
	Sette seg igjen	Sit down	1	2.32%
Total			43	100%

It is illustrated in table 3-5 that the multi-word reflexive verb *sette seg* accounts for 43 occurrences. It is shown in the table 3-5 that translations yield single- and multi-word verbs, set expressions and paraphrase. However, the occurrences in which the reflexive multi-word verb *sette seg* congruently corresponds to its translation and retains the reflexive pronoun *oneself* in the translation are not found in my material. All the correspondences are syntactically divergent.

### 3.2.3.6 Verb + Noun + Preposition/Adverbial element

The present subcategory includes the verb *sette* which is inseparable from the other two elements, e.g. Noun plus Preposition or adverbial element, as in:

(3.19a) ”Ja, de *satte fyr på* alt og dro sørover med det same, I går kveld.” (SH1).

(3.19b) ”Yes, they *set fire to* everything and rode off southwards straight away yesterday evening. (SH1T)

It is evident that in the idiomatic expression *sette fyr på* the preposition *på* is preceded by verb + noun. The preposition *på* cannot be removed or omitted so that the phrase acts as a

single unit. This is an example of congruency in which *sette* is expressed by its cognate *set* and the same syntactic pattern of the whole collocation is word-for-word translated.

Let us have a look at example (3.20).

(3.20a). Sikkert har hun diktet inn i meg mange av de egenskapene hun selv **satte pris på**, og som jeg aldri har eid: mot, selvtillit, evnen til å gå veien bent frem uten å skjele etter andres mening. (EHA1)

(3.20b). What's certain is that she invented for me many of the qualities she **valued** herself and that I've never possessed: courage, self-assurance, the ability to charge straight ahead without worrying what other people thought. (EHA1T)

Example (3.20) illustrates the idiomatic expression *sette pris på* which functions as an inseparable unit. It is rendered by a transitive single-word verb *value* and expresses the same semantic meaning as the original one. In my material *value* is the basic translation equivalent of the expression *sette pris på* and makes up 5 occurrences. This is a case of syntactically divergent translation which shows different syntactic patterns in original and translation.

Table 3-6 English translations of the collocation Verb+Noun+Preposition/Adverbial element

N	V + N + P/Adv. element	Translations	N occurrences	%
1.	Sette fyr på	Set fire to	2	7.4%
2.	Sette kursen hjemover	Made for home	1	3.7%
3.	Sette kursen mot	Head for	1	3.7%
4.	Sette kursen ut	Head out	1	3.7%
5.	Sette lit til	Trust	1	3.7%
6.	Sette pris på	Value	5	18.51%
		Appreciate	3	11.11%
		To be keen for	1	3.7%
		Enjoy	1	3.7%
7.	Sette (ens) ære i	Take pride in	1	3.7%
8.	Sette øynene i	Look (at)	2	7.4%
		Turn eyes toward	1	3.7%
		Fix eyes on	1	3.7%
9.	Sette negler og klør i	go tooth and claw	1	3.7%
10.	Sette tennene i	Bite into	1	3.7%
11.	Sette lyset på	Highlight	1	3.7%
12.	Sette føttene på	Set foot on	1	3.7%
13.	Sette en knapp på	Bet	1	3.7%
14.	Sette slåa for	Bolt	1	3.7%
	Total		27	100%

According to table 3-6 the subcategory ‘‘Verb+Noun+Preposition/Adverbial element’’ accounts for 27 occurrences. There are 6 cases out of 27 in which the same syntactic pattern is kept in going from the original to the translation. They make up 22.22%. In 3 out of these 6 cases *set* is rendered by *sette*. It is worth noting that in a couple of occurrences, as shown in table 3-6, the noun influences the meaning of the verb in the translations, as illustrated in example 3.20. Moreover, the present category includes a range of expressions which occur only once.

### 3.3 Intransitive verb

In my data, intransitive *sette* is represented by single-word and multi-word (phrasal, phrasal-prepositional verb and other uses of intransitive multi-word verbs). The frequency of the verb *sette* as intransitive verb is low in comparison with other syntactic categories.

#### 3.3.1 Single-word

Example (3.21) shows that the intransitive single-word *sette* is expressed by the transitive single-word verb *pull* which is semantically distinct from the original one and which points to the different syntactic patterns of *sette* in original and in its translation.

(3.21a). For tidevannsstraumen kan *sette* kraftig sørover i dette farvannet. (JM1)

(3.21b). That’s why I was careful to turn round once in a while to keep an eye on Great Island, because the tidal currents can *pull* you too far southwards in these waters. (JM1T)

There is only 1 occurrence of the intransitive single-word verb *sette* in my data and it makes up 0.23% of the total number of the occurrences of *sette* (See Table 3-9 p.70). *Sette* is used as the intransitive single-word verb in the translation and presents a non-congruent type of syntactic and semantic correspondences.

### 3.3.2 Multi-word

#### 3.3.2.1 Phrasal verb

In my material the syntactic category ‘‘intransitive phrasal verb’’ accounts for 3 occurrences. Its use is shown in example (3.22):

(3.22a). ‘‘Men slåss, det kan vi,’’, *satte* med ett Ola *i*.

(3.22b). ‘‘But we do know how to fight!’’ Ole suddenly *exclaimed*.

Example (3.22) illustrates that the intransitive phrasal verb *sette i* is expressed by the intransitive single-word verb *exclaim* and indicates a syntactically divergent type of correspondences.

Table 3-7 English translations of the intransitive phrasal verb *sette*

Intransitive phrasal verb <i>sette</i>	Translation	occurrences
Sette i	Exclaim	1
	Answer	1
Sette avgårde	Set off	1
Total		3

It is illustrated in table 3-7 that the intransitive phrasal verb *sette* occurs in my material in 3 cases. Only 1 case presents a syntactically congruent type of correspondences. The 2 other ones show that translations are syntactically divergent.

#### 3.3.2.2 Phrasal-prepositional verb

*Sette* which functions as a phrasal-prepositional verb accounts for 1 occurrence, as in:

(3.23a). Bjeffene stanset hylingen noen sekunder, så *satte* den krabaten *i med* uanede krefter igjen. (BV1)

(3.23b). The barks stopped the howling for a few seconds, and then the little creature *started up* again with unsuspected energy. (BV1T)

Example (3.23) illustrates that the intransitive phrasal *sette i med* in the original is rendered by the intransitive phrasal verb *start up* in the translation and presents a syntactically non-congruent type of translation.

### 3.3.2.3 Other uses of intransitive multi-word verbs

The present syntactic category describes intransitive multi-word verbs forms of *sette* and accounts for 10 occurrences. I include the present category into the analysis to show that the intransitive verb *sette* is found in combination with other parts of speech which are rendered by single- and multi-word verbs in the translations, as in:

(3.24a) Halvor sier han vil jobbe på fabrikk et år eller to før han ***setter i gang***, hvis han ***setter i gang***. (BV2)

(3.24b) Halvor says he wants to work in a factory for a year or two before he ***starts*** studying. (BV2T)

It is clear that *sette i gang* and *start* are syntactically divergent.

Table 3-8 English translations of other uses of intransitive multi-word verb *sette*

N	Other uses of intransitive multi-word verb <i>sette</i>	Translation	N occurrences
	Sette på sprang	race	1
		Set off at a run	1
	Sette av sted	Dart away	1
	Sette til havs	Head out to sea	1
	Sette i gang	Start	3
		Begin	1
		Get cracking	1
		Paraphrase	1
Total			10

It is shown in table 3-8 that the translations are represented by a variety of verbs and set expressions which occur once. It is only the multi-word verb *sette i gang* which is translated by *start* and is found in 3 occurrences. Interestingly, *sette i gang* has also an intransitive use. What concerns the types of correspondences it is shown that all the instances are non-congruent correspondences. Paraphrase which occurs in a single case expresses a non-congruent type of translation as well.

### 3.4 Concluding remarks

The chapter has provided an overview of the syntactic categories of the verb *sette* in my material. The largest syntactic categories of *sette* are transitive single-word, transitive reflexive word and transitive phrasal verb (See table 3-9 p.72).

It is shown on the basis of examples and tables that in a majority of cases *sette* has a non-congruent type of correspondences, i.e. single-word verb may be expressed by multi-word verb, transitive verbs become intransitive ones, the reflexive verb forms in the original omit its reflexive pronoun in the translation etc.

As for the transitive single-word verb *sette*, interestingly, congruent translations of *set* show similarity on a syntactic level but differences on a semantic level (cf. example 3.3). It serves as evidence of the polysemy of *sette*. The correspondence of the transitive single-word *sette* by the transitive single-word *set* in the translations makes up 14.41% of the total number of the occurrences of the transitive single-word verb *sette* and it shows a low figure. It is illustrated that the most frequent translation equivalent is the verb *put*. It is found in 34.23%, i.e. almost twice as frequent as *set*. It indicates that *put* is a preferred translation of *sette*. At the same time *sette* yields a variety of translation equivalents which are both congruent and divergent in terms of syntactic and semantic relations.

The occurrences of the transitive and intransitive multi-word verb *sette* in the translations show divergent syntactic correspondences in a majority of cases, i.e. a multi-word *sette* is expressed by a single-word *set* or other single-word translation equivalents. It appears that *sette*, which is extensively used as a multi-word verb, yields divergent translations and creates meanings that are different from the original one (cf. example 3.4). It points to the fact that *sette* is polysemous. At the same time, there are cases which overlap on the syntactic and semantic level (cf. example 3.4).

Paraphrase accounts for 15 occurrences (3.52%), whereas zero correspondences make up 8 occurrences (1.87%) of the total number of the occurrences of *sette*.

The established and described categories serve as a starting point for the study of semantic meanings of *sette* in chapter 5 of the thesis.

### 3.4.1 Syntactic distribution

Table 3-9 shows the distribution of the occurrences of *sette* across the syntactic categories established in the present chapter.

Table 3-9 Distribution of *sette* according to the syntactic categories

Syntactic categories of the Norwegian verb <i>sette</i>	N occurrences	%
<b>TRANSITIVE VERB</b>		
Single-word	111	26.05%
Reflexive single-word	110	25.82%
Multi-word		
Phrasal	105	24.64%
Prepositional	2	0.47%
Phrasal-prepositional	2	0.47%
Other uses of transitive multi-word verbs	11	2.58%
Reflexive multi-word	43	10.09%
Verb+Noun+Preposition/Adv.element	27	6.33%
<b>INTRANSITIVE VERB</b>		
Single-word	1	0.23%
Multi-word		
Phrasal	3	0.7%
Phrasal-prepositional	1	0.23%
Other uses of intransitive multi-word verbs	10	2.34%
<b>Total</b>	<b>426</b>	<b>100%</b>



## 4 The semantics of the English verb *set*

### 4.1 Introduction

The present chapter takes up the English verb *set* which cuts across a range of basic semantic categories, such as *putting*, *change of state*, *creation and transformation*, *aspect*, *appointing*, *motion*, *causation and miscellaneous*. The category ‘miscellaneous’ includes a number of other semantic meanings which have a low frequency in my data. Originally, in the OE *set* was used to express *going down* (cf. Section 1.3). In PDE the verb *set* appears to denote putting. However, the polysemy of *set* seems to be more complex than this indicates. A set of syntactic categories outlined in Chapter 2 serves as a starting point for analysis of the polysemy of the verb *set*. In analyzing the polysemy of the English verb *set* I resort to Viberg’s study of individual meanings of *få* and *get*, and *placement verbs*<sup>15</sup>, Levin’s study of English verb classes and alternations and the semantic categories proposed by Gronemeyer in her study of the polysemy of the English verb *get*.

As far as it is a contrastive study, the focus is on the translation which helps to identify the semantic meanings of the original verb.

The discussion of the semantic cross-linguistic meanings of *set* is also focused on Dyvik’s study and his approach to translation (c.f. Section 1.2.4), the close relationship of syntactic environment and its semantic content<sup>16</sup>, syntactic ‘frame’ of the verbs<sup>17</sup> and the contextual view of meaning<sup>18</sup>.

Table 4-1 illustrates the distribution of syntactic and semantic categories. The use of the present table is visible in the analysis of various meanings of *set*.

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<sup>15</sup> See references. Viberg (1998).

<sup>16</sup> Oksefjell Ebeling (2003).

<sup>17</sup> Section 1.2.1 Viberg’s studies.

<sup>18</sup> Togningi-Bonelli (1996).

Table 4-1 Distribution of the semantic and syntactic categories of *set*

N	Syntactic category  Semantic category	TRANSITIVE VERB							INTRANSITIVE VERB		COPULAR VERB	CATENA- TIVE
		SINGLE-WORD		MULTI-WORD					SINGLE- WORD	MULTI-WORD		
		Single- word	Refl.	Phrasal verb	Prep.	Phrasal- prep.	Refl. Multi- word	Verb+ Noun+ Prep.	Single- word	Phrasal		
1.	Putting	19		11								
2.	Creation and transformation	4		9						2		
3.	Aspect			4	2					4		2
4.	Motion <sup>19</sup>								2	9		
5.	Causation	7		4								
6.	Appointing	7	1	2								
7.	Change of state	5		1				1	1		1	
8.	Miscellaneous: (Separating and disassembling, possession, psychological state, mentality, permission, ingestion <sup>20</sup> , verbal communication)	1	1	6		1	2	1				
Total		43 39.09%	2 1.81%	37 33.63%	2 1.81%	1 0.9%	2 1.81%	2 1.81%	3 2.72%	15 13.63%	1 0.9%	2 1.81%

<sup>19</sup> The intransitive single-word verb *set* is used in the figurative meaning of motion.

<sup>20</sup> It apparently points to the figurative meaning.

## 4.2 Putting<sup>21</sup>

According to Levin, the verbs which are used in the meaning of putting ‘‘refer to putting an entity at some location’’ (Levin 1993: 112). As shown in table 4-1 the English verb *set* in the meaning of putting occurs only among the transitive single-word and the transitive phrasal verb forms and makes up 30 occurrences (27.27 %) of the total number of the occurrences of *set* (See Table 4-2 p.84). It constitutes the largest semantic category. It is shown that *set* has a high frequency among the transitive single-word verb forms. It accounts for 19 occurrences. The semantic category ‘‘Putting’’ overlaps with the *Spray/Load alternation* from Levin’s study<sup>22</sup>, according to which *set* has a transitive use and is followed by a prepositional phrase, i.e. a complex transitive verb. Its use is illustrated in example (4.1):

(4.1a) With a sigh my mother *set* the coffee mug on the table. (TH1)

(4.1b) Med et sukk *satte* min mor kruset *fra seg* på bordet. (TH1T)

In example 4.1 it is shown that the transitive single-word *set* is non-congruently expressed in the translation by the transitive phrasal verb *sette fra seg*. In spite of the fact that *set* and *sette fra seg* present syntactically divergent correspondences, they express the semantic meaning of putting and appear to be semantically congruent.

Moreover, the meaning of putting is reflected in the transitive phrasal verb forms and accounts for 11 occurrences. Example (4.2) illustrates the transitive phrasal verb *set down* in the meaning of putting.

(4.2a) ‘‘The local economy sucks!’’ Roger exclaimed violently, and *set* his pilsner glass *down* with a bang. (SK1)

(4.2b) ‘‘Den lokale økonomien er bønn!’’ utbrøt Roger heftig og *smalt* ølglasset i bordet. (SK1T)

Example 4.2 shows that the transitive phrasal verb *set down* is rendered by the transitive single-word verb *smelle* which may seem semantically different from its original. I include the present example to show that the putting of an item may be realized in different manners. *Set down* is translated by *smelle* so that it may be doubtful to determine whether *set* in the present case is classified as putting or change of state. However, in the present case I treat *set*

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<sup>21</sup> Viberg uses the term *placement/place* (See Section 1.2.1)

<sup>22</sup> See Section 1.2.2 Levin’s study.

in the meaning of putting for the reason that it is not enough evidence to maintain the fact that the item, i.e. in this particular case it is a *pilsner glass*, changes its state.

### 4.3 Creation and transformation<sup>23</sup>

According to Levin, the verbs in the meaning of creation and transformation have uses “describing activities that might result in the creation or assembly of an entity” (Levin 1993: 172). The category “Creation and transformation” comprises a wide area of uses. Moreover, it overlaps with *Understood body-part object alternation*, *Image Impression alternation* and *Benefactive alternation*. *Set* in the meaning of creation and transformation accounts for 15 occurrences (13.63 %) of the occurrences of *set*. In my data the most frequent use of *set* in the meaning of creation and transformation is reflected in the transitive phrasal verb forms, as in:

(4.3a) Sometimes we stay in motels, but only if it’s too late at night to find a place to ***set up*** the tent. (MA1)

(4.3b) Noen ganger overnatter vi på hotell, men bare hvis det er blitt for sent på kvelden til å finne et sted å ***slå opp*** teltet. (MA1T)

It is shown that the English transitive phrasal verb *set up* is rendered by the syntactically congruent transitive phrasal verb *slå opp*. I include example (4.3) into analysis to show that the syntactically congruent verbs can express the common semantic properties, i.e. *set up* and its corresponding verb *slå opp* are used in the meaning of creation and transformation. Moreover, it is worth noting that the verb *set* is added by a particle *up* which points to the meaning extension of the verb into another semantic field (cf. Section 1.2.1 Viberg’s studies). Thus, the meaning of *set* can be modified by the particle *up* as well.

Transitive single-word verb in the meaning of creation and transformation accounts for 4 occurrences. Example (4.4) shows its use:

(4.4a) On his marriage in 1912 he had had Cartier of London cut and ***set*** the stones as a present to his young wife. (FF1)

(4.4b) Ved sitt ekteskap i 1912 lot han Cartier i London til og ***innfatte*** steinene som gave ti sin unge hustru. (FF1T)

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<sup>23</sup> *Creation and transformation* overlaps with *production* in Viberg’s classification of the placement verbs (Section 1.2.1)

In the present case *innfatte* in the translation specifies the semantic meaning of the verb *set* in the original by virtue of the fact that *innfatte* is semantically related to the creation process. It describes, apparently, the bringing about of a change or giving shape to the entity. Therefore, *set* which is specified by *innfatte* may be classified as the verb in the meaning of creation and transformation.

#### 4.4 Aspect<sup>24</sup>

In Levin it is said that the verbs in the meaning of aspect ‘‘describes the initiation, termination, or continuation of an activity’’ (Levin 1993: 274). *Set* in the sense of aspect accounts for 12 occurrences (10.9 %). In my material the verb *set* in the meaning of aspect describes initiation and continuation. It appears from table 4-1 that *sette* occurs in both transitive and intransitive multi-word constructions alongside catenatives. Example (4.5) shows *set* in the meaning of aspect:

(4.5a) There was a large fireplace in the dining-room and she now ***set about*** wedging the cage up the chimney and out of sight. (RD1)

(4.5b) I spise stua sto det en stor peis, og nå ***begynnte*** hun å dytte buret opp i pipa slik at ingen kunne se det. (RD1T)

It is shown in example (4.5) that the transitive single-word *begynne* is the translation of the transitive prepositional verb *set about*. The verb *begynne* in its turn incorporates the meaning of aspect. In this case the semantic meaning of the transitive prepositional verb *set about* is determined by its equivalent verb *begynne*. Therefore *set about* expresses the sense of aspect.

#### 4.5 Motion

The verb *set* in the meaning of motion specifies displacement, movement or direction. In my material it occurs in 11 cases (10%). It is found in both intransitive single-word and intransitive phrasal verb forms. The intransitive phrasal verb is shown in example (4.6):

(4.6a) And there Joseph stayed, as quietly as a slug in fruit, until the Salad Bowl Express ***set off*** for town. (JC1)

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<sup>24</sup> The term *aspect* is found in Viberg’s classification of the placement verbs.

(4.6b) Og der ble Joseph værende, like rolig som en mark i et eple, til Salatbolleekspresen *rullet avsted* mot byen. (JC1T)

It appears from example (4.6) that the intransitive phrasal verb *set off* is congruently translated by *rulle avsted*. The most striking feature of *rulle avsted* is the pure verb *rulle* which indicates the motion. In addition, the Norwegian preposition *mot* in the translation indicates the direction as well as the adverbial particle *avsted* which may indicate the displacement. Undoubtedly, the intransitive phrasal verb *rulle avsted* gains the meaning of motion and it specifies the verb *set* in the original. Concurrently *set off* and *rulle avsted* are congruent syntactic correspondences which may suggest that the given verbs may involve congruent semantic properties. Moreover, it is worth noting that *set* is used with a particle *off* which points to the meaning extension of the verb. It means that the particle *off* can modify the meaning of *set*.

The intransitive phrasal verb *set* in the meaning of motion is illustrated in example (4.10):

(4.7a) ‘‘Best be movin,’’ he said and they swung open the gate and *set off* at a jaunty pace back up the lane towards the main road. (MM1)

(4.7b) – Best vi rasker på. Han åpnet grinda og *la i vei* oppover stien mot hovedveien. (MM1T)

In example (4.7) the semantic meaning of the phrasal verb *set off* seems to be contextually determined. It is provided with the collocation *at a jaunty pace* which expresses motion. It suggests ‘*context of situation*<sup>25</sup>’, in which the meaning is seen out of the contextual constituents. Therefore, the phrasal verb *set off* is used in the sense of motion as well. Another clear explanation lies in its translation *legge i vei*. The striking lexical unit *vei* in the phrase *legge i vei* suggests the sense of motion and gives a clue in identifying the semantic meaning of *set off* in the original.

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<sup>25</sup> Tognini-Bonelli Tognini-Bonelli (1996).

## 4.6 Causation

The category of ‘causation’ is borrowed from both Gronemeyer’s study of the verb *get* and Viberg’s study of Swedish *få* and English *get*. In the case of *get* Gronemeyer points out that the causative interpretation of the verb is ‘not inherent to its lexical meaning’ (Gronemeyer 1999:9). The most striking feature of the verb is that it has a function of transitivity. Further, it is stated that the causative component is interpreted by ‘double-object constructions’ (ibid: 9). The categories of the second object of the double-object constructions are varied. However, the most striking ones found for *set* are the same as for *get* where the meaning of causation is expressed in constructions including ‘past participle, *to*-infinitive and *-ing* participle’ (ibid: 9).

In my data *set* in the meaning of causation makes up 11 occurrences (10%). It is found in the transitive single-word verbs and transitive phrasal verbs. Example (4.8) illustrates the use of the transitive single-word verb *set* in the meaning of causation:

(4.8a) There was an economy of motion in these liaisons that Aristotle, whose theory of creation in the *Metaphysics* rests on a prime mover **setting** the universe rolling and never looking our way again, could recognize without respecting. (JH1)

(4.8b) Det var en viss økonomi i bevegelsene her, og Aristoteles, som i *Metafysikken* baserer sin teori om skapelsen på at det var en opprinnelig kraft som **satte** verdensaltet i sving og som siden aldri har beskjeftiget seg med oss, kunne øyne den uten av den grunn å respektere den. (JH1T)

It is shown in example (4.8) that the original verb *set* denotes causation due to the fact that it is found in a double-object construction. It is shown that *set* is followed by the direct object *the universe* which is the first object and *-ing* participle *rolling* which is the second object. It suggests that both the original verb *set* and its translation involve a causative component.

## 4.7 Appointing

In my data the verb *set* occurs in the meaning of appointing in 10 cases and makes up 9.09%. *Set* in this particular sense is close in terms of meaning to prescription and regulation. *Set* in the meaning of appointing is found with both transitive single- and phrasal verb forms. Example (4.9) illustrates the transitive single-word verb *set* in the meaning of appointing:

(4.9a) The terms had been *set* beforehand in correspondence between the Sicilian nobleman ordering the work and Dutch agents in Amsterdam, one of whom, probably, should be credited with proposing Rembrandt for the commission and bringing together these two figures significant in the art world of the seventeenth century who would never meet, whose association as patron and performer spanned more than eleven years, and between whom there would pass at least one acrimonious exchange of messages in which the purchaser complained he was cheated and the artist responded he was not. (JH1)

(4.8b) Betingelsene var *fastlagt* på forhånd i korrespondansen mellom den sicilianske adelsmannen som bestilte verket og nederlandske agenter i Amsterdam. Det var for øvrig etter all sannsynlighet en av disse som må få æren for å ha foreslått Rembrandt til oppdraget og dermed ført sammen disse to fremtredende skikkelsene i det syttende århundres kunstverden. De skulle aldri møtes, men forholdet som velynder og kunstner strakte seg over mer enn elleve år, og mellom dem skulle det finne sted minst en brevveksling hvor kjøperen klaget over at han var snytt og maleren svarte at det var han ikke. (JH1T)

It is shown in example (4.9) that the transitive single-word verb *set* is translated by the transitive single-word verb *fastlegge*. The striking features of this particular case are the contextual constituent *terms* which points to the meaning of appointing and the Norwegian counterpart *fastlegge* which initially denotes appointing.

#### 4.8 Change of state<sup>26</sup>

In Levin (1993) it is stated that the verbs in the meaning of change of state “refer to actions that bring about a change in the “material integrity” of some entity (Levin 1993: 242). Moreover, in Levin it is further said that “many of these changes of state involve changes of physical state” (Levin 1993: 246). In my material the verb *set* in the sense of change of state occurs in 9 cases among different syntactic categories and makes up 8.18 % of the total number of the occurrences of *set*. The intransitive single-word verb *set* in the meaning of change of state is illustrated in example (4.10):

(4.10a) Dr. Lord, his face *set* stiffly, did not. (AH1)

(4.10b) Flere nikket, men ikke dr. Lord, som var stiv i fjeset. (AH1T)

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<sup>26</sup> *Change of state* overlaps with *activity* in Viberg’s classification of the placement verbs.



It is shown in the example that the *face* changes its state. I assume it fits in the definition by Levin and *set* is thus classified as the verb in the meaning of change of state.

In addition, according to my data the verb *set* in the meaning of change of state is not found in numerous cases among other syntactic categories. It is shown that such syntactic subcategories as transitive phrasal verb, Verb + Noun + Preposition and copular include 1 occurrence of *set* in the meaning of change of state. However, the transitive single-word *set* makes up 5 occurrences.

#### 4.9 Miscellaneous

The category ‘‘Miscellaneous’’ which accounts for 12 occurrences (10.9%) is represented by such semantic meanings as *separating and disassembling, possession, psychological state, mentality, permission, ingestion* and *verbal communication*. The present category is included in the study with the aim of showing that *set* in PDE has gained a variety of other semantic meanings. Its diversity is illustrated in example (4.11) in which *set* expresses the meaning of mentality:

(4.11a) ‘‘To be a writer in a place like that,’’ he explains to Andrea, disgruntled, ‘‘means that one is dragged into so many other things that in the end you have no time left for the one thing you *set out* to do, writing.’’ (ABR1)

(4.11b) ‘‘Å være forfatter på et slikt sted,’’ forklarer han for Andrea, misfornøyd, ‘‘betyr at du blir trukket inn i så mange ting at du til slutt ikke har tid til det du hadde *tenkt* å gjøre, skrive.’’ (ABR1T)

The meaning of mentality is revealed by virtue of translation. The Norwegian verb *tenke* highlights the sense of mentality of *set out* in the original.

Similarly, the meaning of *set* which is specified by means of the corresponding verb in the translation is illustrated in example (4.12):

(4.12a) Well, I felt it and I *set* it *aside*. (JSM1)

(4.12b) Ja, det var vondt. Og jeg *svelget* det. (JSM1T)

The phrasal verb *set aside* and the single-word verb *svelge* convey different semantic content. *Set aside* does not yield *svelge* ‘swallow’ as a translation equivalent in the *Blå* dictionary. I believe that in the present case *svelge* specifies *set aside* and classifies it as the verb in the meaning of ingestion as far as *svelge* bears the semantic meaning of ingestion. At the same time I assume that apparently in the present case the phrasal verb *set aside* has a figurative meaning. Therefore, the figurative meaning of the phrasal verb *set aside* is decoded in the translation which expresses the actual action of *setting aside* in the meaning of ingestion. It seems challenging to identify either *set aside* or *svelge* gains a figurative meaning. Nevertheless, I treat the transitive phrasal verb *set aside* as the verb in the meaning of ingestion due to its translation correspondence.

The meaning of possession accounts for a couple of instances. The most striking example in the sense of possession is illustrated in example (2.10)<sup>27</sup>. The meaning of the multi-word verb *set out* which is used with a preposition *with* is translated by the collocation *ha med seg*. The verb *ha*, i.e. “have” in the translation which originally is used in the sense of possession gains a key role in finding out the kind of meaning of the verb *set*. The preposition *with/med* in the transitive phrasal-prepositional verb *set out with* may indicate the sense of possession as well.

#### 4.10 Concluding remarks:

As the examples illustrate, to identify the semantic meaning of the verb *set* it is appropriate to look at its translation as far as it specifies the meaning of the verb *set* in the original. However, one cannot leave out the fact that the syntactic construction of the verb and context are relevant in identifying the semantic meaning of the verb in question.

As is shown in table 4-2, the most frequent semantic meaning in which *set* is found is *putting* (27.27%). *Set* which is often used as a transitive single-word and phrasal verb expresses *putting* alongside other semantic meanings. The transitive single-word *set* which totally makes up 39.09 % expresses *putting* in 17.27 % of the cases. Apart from this perhaps core meaning of *set*, the discussion in this chapter has also revealed many other meanings of *set*.

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<sup>27</sup> See Chapter 2

The transitive phrasal verb *set*, which constitutes the second large syntactic group, develops a variety of other semantic meanings. However, the transitive phrasal verb *set* in the meaning of *putting*, as has been pointed out, has the highest number of occurrences (11 instances).

The occurrences of *set* in the meaning of *creation and transformation* are found in half of the cases of *set* in the meaning of *putting* and make up 13.63% of the total number of the occurrences of *set*.

The other percentages, which are almost evenly distributed across the other 7 semantic categories including *miscellaneous* with a range of meanings, show relatively low figures.

It indicates that in spite of the fact that *set* tends to be polysemous it keeps the basic semantic meaning of *putting*, and it is the dominant one even if *set* in the meaning of *putting* does not reach even 30%.

It is illustrated in a range of examples that translation serves as an accessible and effective way of specifying the meaning of *set*. Translation decodes the meaning of the verb in the original and makes it apparent. It is relevant to emphasize that the meaning extension of the verb into other semantic fields is specified by its syntactic ‘frame’, i.e. by addition of various verbal particles to the verb, as has been pointed out in Viberg (cf. Section 1.2.1).

In Dyvik’ study it is pointed out that ‘‘common syntactic properties across two languages imply common semantic properties’’ (cf. Section 1.2.4). If we take into consideration that this statement is applied for the congruent syntactic constructions, then they can imply semantic congruence. The proposed examples illustrate that the syntactically congruent correspondences involve semantically congruent correspondences. However, it is shown on the basis of examples that syntactically divergent correspondences may present semantically congruent correspondences as well.

#### 4.10.1 Semantic distribution

Table 4-2 illustrates the semantic categories of the English verb *set* in my material.

Table 4-2 Semantic categories of the verb *set*

N	Semantic category	N occurrences	%
1.	Putting	30	27.27%
2.	Creation and transformation	15	13.63%
3.	Aspect	12	10.9%
4.	Motion (Figurative meaning)	11	10%
5.	Causation	11	10%
6.	Appointing	10	9.09%
7.	Change of state	9	8.18%
8	Miscellaneous (Separating and dissembling, possession, psychological state, mentality <sup>28</sup> , permission, ingestion, communication)	12	10.9%
Total		110	100%

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<sup>28</sup> The term *mentality* occurs in Viberg's classification of the placement verbs.

## 5. The semantics of the Norwegian verb *sette*

### 5.1 Introduction

The present chapter deals with the study of semantic meanings of the Norwegian verb *sette* on the basis of 426 examples. The study shows that the polysemy around the present verb is strikingly complex. Overall, it is represented by 20 semantic categories. A number of semantic categories are treated under the category ‘Miscellaneous’. The basic 10 semantic categories which account for most of the instances are *assuming a position, putting, change of state, appointing, aspect, creation and transformation, motion, assessment, psychological and emotional state* and *searching*. The category ‘miscellaneous’ which includes the other 10 semantic meanings is cursorily dealt in Section 5.12. Each category has a range of features which characterize the present verb. In my investigation of the semantic cross-linguistic meanings of the cognates *set-sette*, their similarities and differences I come back, similarly as in chapter 4, to the semantic categories proposed by Claire Grønemeyer, Åke Viberg and Beth Levin mentioned in Section 1.2.

Similarly, as in the previous chapter, Dyvik’s study and his approach to translation, syntactic ‘frame’<sup>29</sup> of the verb and the contextual view of meaning<sup>30</sup> are relevant in identifying the semantic meanings of *sette*.

The current chapter strikingly illustrates how the meaning of *set* extends into various semantic fields<sup>31</sup>.

Table 5-1 describes the semantic categories of the Norwegian verb *sette*. I come back to the table in the analysis of various meanings of *sette*.

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<sup>29</sup> See Section 1.2.1 Viberg’s studies.

<sup>30</sup> See references. Tognigni-Bonelli (1996).

<sup>31</sup> In my investigation I use the term *category, meaning*.

Table 5 -1 Distribution of the semantic and syntactic categories of *sette*

N.	Syntactic Category	TRANSITIVE VERB								INTRANSITIVE VERB			
		SINGLE-WORD		MULTI-WORD						Single -word	Multi-word		
		Single- word	Refl.	Phr.	Prep.	Phr.- prep.	Other m.-w.v.	Refl.	V.+N.+ Prep./ Adv. el.	Single -word	Phr.	Phr.- Prep.	Other m.-w.v.
1.	Assuming a position		108					30					
2.	Putting	65		42					1				
3.	Change of state	15		24			1	1	3				
4.	Creation and transformation	3		14		2			1				
5.	Appointing	13	1	5									
6.	Motion	4		3	1			3	3	1	1		4
7.	Aspect		1	4			4					1	6
8.	Assessment								10				
9.	Psychological and emotional state	1			1		1	4	2				
10.	Searching	1						1	5				
11.	Miscellaneous: (dressing, contact, combining and attaching, verbal communication, ingesting, change of possession, social interaction, cognition, appearance, causation)	9		13			5	4	2		2		
Total		111 26.05%	110 25.82%	105 24.64%	2 0.47%	2 0.47%	11 2.58%	43 10.09%	27 6.33%	1 0.23%	3 0.7%	1 0.23%	10 2.34%

## 5.2 Assuming a position

It is stated in Levin that verbs of assuming a position describe the properties in the sense of assuming ‘‘the spatial configuration specific to the verb’’ (1993: 262). *Sette* in the meaning of assuming a position implies standing, sitting, squatting etc. It is shown in table 5-2 (See p.97) that the meaning of assuming a position takes up a majority of cases and accounts for 138 occurrences (32.39%) of the total number of the cases of *sette*. It is extensively used with reflexive single-word verb forms. In my data the Norwegian reflexive verb *sette seg* has a very high frequency. Its use is shown in example (5.1):

(5.1a) Hun måtte *sette seg*. (THA1)

(5.1b) She had to *sit down*. (THA1T)

It is illustrated that the transitive reflexive single-word *sette seg* is divergently translated by the intransitive phrasal verb *sit down*. However, both the Norwegian transitive reflexive verb *sette seg* and the English intransitive multi-word *sit down* convey the same semantic content and appear to be semantically congruent verbs.

## 5.3 Putting

The semantic category *putting* is in second place as regards frequency (cf. Table 5-2). It accounts for 108 occurrences (25.35%) of the total number of the occurrences of *sette*. As shown in table 5-1, *sette* in the meaning of putting has a wide use in the transitive single-word verb *sette*. It makes up 65 occurrences. As was mentioned in 4.2, verbs which are used in the meaning of putting imply putting an entity at some location, as in:

(5.2a) Jeg spiste sviskegrøt og så på onkel Kristen som *satte* et melkespann i kjøleskapet mens han lot det andre stå på kjøkkenbenken. (KF2)

(5.2b) I ate the stewed plums watching Uncle Kristen, who *placed* a can of milk in the fridge, leaving the other on the kitchen worktop. (KF2T)

In (5.2) the transitive single-word *sette* is expressed by the transitive single-word *place* and is both syntactically and semantically congruent.

## 5.4 Change of state

*Sette* in the meaning of change of state makes up 44 occurrences (10.33%) of the total number of the cases of *sette*. It is illustrated in table 5-1 that the semantic category ‘change of state’ is basically found among the transitive multi- and single-word verbs. In the present material *sette* in the sense of change of state involves changes of an entity or a human under somebody’s influence, as in example (5.3):

(5.3a) Så høyt at hun klagde over at sola slapp til, og at de innpåsletne bjørkegrenene **satte** hull i silken. (HW2)

(5.3b) So high that she complained because sunlight reached her and birch branches **tore** holes in the silk. (HW2T)

In example (5.3) the transitive single-word verb *sette* is expressed by the transitive single-word verb *tear* which is semantically distinct from the original. Originally, *sette* and *tear* exhibit various semantic meanings. One may assume that the verb *tear* has a striking semantic characteristic which points to the change of state. As far as *tear* in the translation is classified as the verb denoting change of state, it can define the meaning of *sette* in the original. Interestingly, *bjørkegrenene* ‘birch branches’ which exert influence on the item *silk* seem to be personified and are used metaphorically. Moreover, it is worth noting that in context *sette* is used with a constituent *hull* ‘hole’. The collocation *sette hull* indicates a change of state as well. I believe that the meaning of *sette* arises out of the contextual constituents.

We cannot leave out the fact that *sette* and *tear* have the same syntactic pattern. However, the verbs *sette* and *tear* express different semantic content. Interestingly, it contradicts Dyvik’s statement (cf.1.2.4).

Let us consider another example:

(5.4a) Hun gruet så smått for det øyeblikket da Emanuelsen **satte frem** verktøykassen og plukket redskapene sammen. (BV1)

(5.4b) She was ever so slightly dreading the moment when Emanuelsen would **open out** his toolbox and collect up his tools. (BV1T)

It is illustrated in the example that both *sette frem* and *open out* are expressed by the transitive phrasal verb forms. If we take into consideration that both *sette frem* and *open out*



syntactically overlap we may believe that the verbs imply semantic similarity, as mentioned in Dyvik.

## 5.5 Creation and transformation

The verb *sette* in the meaning of creation and transformation describes activities which deal with various types of household duties. It involves assembly or transformation of an entity. It has transitive uses. In the present study the category ‘creation and transformation’ makes up 20 occurrences of *sette* (4.69%) (See table 5-2). *Sette* in the sense of creation and transformation is mostly found in the transitive phrasal verb forms and accounts for 14 occurrences. It is illustrated in example (5.5):

(5.5a) I beste fall kunne beløpet brukes til en nyanskaffelse, en gang i tiden fikk hun kanskje nok til å **sette opp** fliser over vasken på badet. (BV1)

(5.5b) If no such expenses occurred, the sum could be used for a new acquisition; one day she would perhaps have enough money to **put up** tiles above the basin in the bathroom. (BV1T)

Actually the transitive phrasal verb *sette opp* has a range of meanings. *Put up* is one of the basic dictionary translation<sup>32</sup>. It is shown that that *sette opp* and *put up* contextually describe activities which involve household duties. It is illustrated that *sette opp* and *put up* are congruent syntactic correspondences: both are transitive phrasal verbs. Moreover, it is worth noting that *sette* is combined with the particle *opp* which indicates that the meaning of the verb extends into another semantic field (cf. Section 1.2.1 Viberg’s studies). Thus, *set* acquires the meaning of creation and transformation.

## 5.6 Motion

The most striking feature of *sette* in the sense of motion is that it involves displacement, similar to what was described in chapter 4. The category ‘motion’ makes up 20 occurrences and makes up 4.69% of the total number of the occurrences of *sette*. It is shown that *sette* denoting motion occurs in the syntactic categories: transitive, intransitive, reflexive and

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<sup>32</sup> See Section 1.4 Chapter 1

V+N+Prep/Adv.elem. The syntactic category “Transitive reflexive multi-word verb” makes up 3 occurrences in which *sette* is used in the meaning of motion, as in:

(5.7a) Jeg *satte meg over* til henne, ved siden av henne. (LSC2)

(5.7b) I *moved over* next to her. (LSC2T)

In example (5.7) *satte meg over* is translated by *moved over*. One may believe that the sense of motion in the transitive reflexive multi-word verb *sette seg over/move over* lies in the use of the preposition *over/over* which denotes direction and in the translation correspondence *move* which indicates the meaning of motion. We may assume that regardless of the syntactically divergent correspondences, *sette seg over* and *move over* exhibit the same semantic content and express motion.

## 5.7 Appointing

*Sette* in the sense of appointing which is equivalent to *prescribing*, similar to the case with the verb *set* in Chapter 4, accounts for 19 occurrences (4.46%) (See table 5-2). It is shown in table 5-1 that *sette* in this particular semantic meaning is found in the transitive single-word, transitive phrasal and reflexive single-word verbs. The transitive single-word verb *sette* which has a majority of occurrences in the semantic category “appointing” accounts for 13 occurrences of the total number of the examples of *sette*. Example (5.6) illustrates its use:

(5.6a) Jeg kan som vanlig *sette* Gundersen på saken.” (OEL1)

(5.6b) I can *put* Gundersen onto the case as usual.” (OEL1T)

It is known that *sette* and *put* are verbs which semantically correspond to each other. In example (5.6) it is shown that *sette* and *put* are found in collocations with abstract noun *saken/case* which is decisive in the semantic specification of the verb. In this case the meaning results from “relations established between the linguistic item and what appears in

the context<sup>33</sup>. Hence, the semantic meaning of appointing is the most relevant one in the present case.

## 5.8 Aspect

According to Levin aspectual verbs ‘describe the initiation, termination, or continuation of an activity’ (Levin 1993: 274). In the material *sette* relates to the domain of aspect and describes initiations and continuation of the activity. Overall, it is found in 16 occurrences (3.75%) of the total number of the cases of *sette*. It is shown in table 5-1 that *sette* in the meaning of aspect occurs among different subcategories of both transitive and intransitive verbs. The transitive multi-word verb *sette* is shown in example (5.8):

(5.8a) Obersten ***satte i gang*** å lese med en tørr, men samtidig overraskende melodisk stemme – omtrent som Hank Williams når han synger ‘Jambalaya’: (JM1)

(5.8b) The Colonel ***started*** reading in a dry, clear voice. (JM1T)

The *Blå Dictionary*<sup>34</sup> suggests that the multi-word verb *sette i gang* denotes initiation of the activity and is translated by *get going*. In example (5.8) it is shown that *sette i gang* is expressed by *start* in the translation. *Start* inherently denotes initiation. Therefore, *sette* in its multi-word construction is semantically specified by the verb *start*.

## 5.9 Assessment

According to Levin verbs of assessment ‘relate to making an assessment of something with respect to some attribute’ (Levin 1993: 196). *Sette* which is expressed in the sense of assessment describes and evaluates the entity. In the present material the category ‘assessment’ accounts for 10 occurrences and makes up 2.34% of the total number of the occurrences of *sette*. According to my data the verb *sette* in the meaning of assessment occurs

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<sup>33</sup> Togningi-Bonelli, Elena. 1996. Towards translation equivalence from a corpus linguistics perspective. In *International Journal of Lexicography* 9:3. 197-217.

<sup>34</sup> See Section 1.4

exclusively in the syntactic category “Verb + Noun + Preposition/Adverbial element. Example (5.9) shows its use:

(5.9a) Hvis det aldri var krig, ville vi ikke *sette pris på* freden, og hvis det aldri var vinter, ville vi ikke se at det ble vår. (JG1)

(5.9b) If there were never any war, we would not *appreciate* peace. And if there were no winter, we would never see the spring. (JG1T)

It is shown in example (5.9) that the collocation *sette pris på* is rendered and specified by the corresponding verb *appreciate* in the translation which bears the meaning of assessment, or evaluation. At the same time in the collocation *sette pris på* the noun *pris*, i.e. ‘price’ points to the sense of assessment, or evaluation so that the noun *pris* may be decisive as well as the corresponding verb *appreciate* in the translation.

## 5.10 Psychological and emotional state

The verb *sette* which expresses psychological and emotional state describes various feelings, emotions and human condition. In my data *sette* in the meaning of psychological and emotional state occurs among the transitive, intransitive and reflexive verbs. The total number of cases of *sette* in this particular meaning makes up 9 occurrences (2.11%). Its use is illustrated in example (5.10):

(5.10a) Bruno kom plutselig fullt påkledd i døren og *satte i en skoggerlatter*. (SL1)

(5.10b) Bruno suddenly appeared in the doorway fully dressed and *burst out laughing*. (SL1T)

It appears from the example (5.10) that *sette i* + the following NP *en skoggerlatter* are expressed by *burst out laughing* in the English translation. *Sette* and *burst* are two verbs with different inherent lexical meanings. Neither *sette*, nor its corresponding verb *burst* originally expresses the meaning of psychological and emotional state in the case if they are used in their pure form. Hence, the meaning of *sette i* is revealed by virtue of the contextual constituent in which *sette i* and its corresponding verb *burst out* are found, i.e the NP *en skoggerlatter* and its English counterpart *laughing* which indicate the psychological and

emotional state, play a decisive role in identifying the meaning of the expression with *sette*. I interpret the present example to express a contextual view of meaning.

Let us have a look at example (5.11):

(5.11a) Men så hadde hun *satt seg opp mot* mora og nektet.(HW1)

(5.11b) But then she'd *rebelled* against her mother and refused. (HW1T)

It is illustrated in example (5.11) that the multi-word reflexive verb *sette seg opp mot* is translated by the intransitive single-word verb *rebel*. Apparently, it points to the extension of the semantic meaning of the reflexive verb *sette seg*. The corresponding verb *rebel* in the translation which is inherently associated with emotional human behavior determines the meaning of the reflexive multi-word verb *sette seg opp mot*. Therefore, *sette* in the reflexive multi-word verb construction is treated as a verb in the meaning of psychological and emotional state.

## 5.11 Searching

*Sette* being found in the meaning of searching is equivalent to the process of investigating, inspecting or observing. The category “searching” makes up 7 occurrences (1.64%). In a majority of cases *sette* in the sense of searching has a transitive use.

(5.12a) Om det er stort eller ikke, er å *sette lyset på* en gåte vi aldri får svar på. (KH1)

(5.12b) Whether it were big or not, it was to *highlight* a mystery which was never solved. (KH1T)

It is clear that the collocation *sette lyset på* is translated by the transitive single-word *highlight*. I believe that both the corresponding verb *highlight* and the constituents of the collocation *sette lyset på* indicate the process of searching or investigating and thus determine the meaning of *sette*.

## 5.12 Miscellaneous

The category ‘‘Miscellaneous’’ includes minor semantic categories. It accounts for 10 semantic categories taken from Levin, Viberg and Gronemeyer among which are *dress*, *contact*, *combining and attaching*, *verbal communication*, *ingesting*, *change of possession*, *social interaction*, *cognition*, *appearance* and *causation*. I include all the minor categories in ‘‘miscellaneous’’ with an aim to show that the meaning of *sette* has a tendency to extend into other semantic fields. Overall, the category ‘‘miscellaneous’’ makes up 35 occurrences (8.21%). I include a couple of examples of *sette* in different meanings. Example (5.13) shows *sette* in the meaning of dressing:

(5.13a) Louise og jeg har *satt* svarte halvmasker *på* for å snike oss uten følge til en butikk hun vet om. (SL1)

(5.13b) Louise and I have *put on* black masks to sneak off undetected to a shop she knows.

It is illustrated in example (5.13) that the transitive phrasal verb *sette på* is rendered by the phrasal verb *put on* in the translation. In spite of the fact that *sette på* includes a range of translations and, therefore, semantic meanings, the most relevant and appropriate meaning in this particular case is dressing. It is determined as well by the virtue of the context in which *sette på* is found, suggesting that *sette* in combination with the verbal particle *på* in this particular example is used in the meaning of dressing.

Let us have a look at example (5.14) in which *sette* is used in the meaning of contact:

(5.14a) ‘‘Det tror jeg knapt,’’ *satte* Ola *i*. (KAL1)

(5.14b) ‘‘I doubt it,’’ *answered* Ole.

It is illustrated that the intransitive phrasal verb *sette i* is expressed in the translation by the intransitive single-word *answer*. The corresponding verb *answer* in the translation implies the semantic meaning of contact. If it specifies the phrasal verb *sette i* in the original then *sette i* is classified as a verb in the meaning of verbal communication.

Let us treat the following example:

(5.15a). Forsøker å tyde detaljene og *sette* dem *inn i helheten* for så å danne seg en mening om verket. (FC1)

(5.15b). Tries to interpret the details and *unify* them, in order to form an opinion of the work. (FC1T)

Example (5.15) is interesting in terms of its context. It is shown that the transitive phrasal verb *sette inn* is translated by the transitive single-word verb *unify* which is semantically distinct from its original. Here it is appropriate to look at the contextual constituents which *sette inn* is combined with. Contextually *sette inn* is found in collocation with *i helheten* and it has a key role in identifying the semantic sense of the whole expression with *sette*. It suggests that the meaning extension of *sette* is specified by its PP *i helheten*, as mentioned in Viberg (cf. Section 1.2.1). It is worth noting that *sette (noe) inn i helheten* and *unify* correspond to each other and express the meaning of combining and attaching.

### 5.13 Concluding remarks:

In chapter 5 we have seen that *sette* has a range of semantic meanings. The most frequent semantic categories are *assuming a position* and *putting*. The occurrences of *sette* in the meaning of *assuming a position* occur exclusively in transitive reflexive single- and multi-word verbs. The instances of *sette* in the meaning of *assuming a position* constitute the largest semantic category and make up 138 (32.39 %) occurrences of the total number of the cases of *sette* (See table 5-2).

The semantic meaning of *putting* is ranked second in frequency. It accounts for 108 occurrences (25.35 %). The instances of *sette* in the sense of *putting* are found in a majority of cases in the transitive single-word and phrasal verbs.

The percentages of other semantic categories are much lower, as against *assuming a position* and *putting*.

A wide variety of semantic categories indicates that *sette* has a tendency to develop polysemy. However, as it appears, the most frequent meaning of *sette* is *assuming a position* due to the fact that *sette* is extensively used as a reflexive verb.

It is shown that a wide range of the semantic meanings in which *sette* is found is due to different syntactic patterns in which it enters, in particular, *Verb +Noun + Preposition/Adverbial element*. As it is illustrated in table 5-1, the variety of the semantic

categories falls into *transitive single-word verb*, *transitive phrasal verb* and *Verb +Noun + Preposition/Adverbial element*.

It is shown that the examples with *sette* both agree and contradict Dyvik's statement "common syntactic properties across two languages imply common semantic properties" (c.f. Section 1.2.4).

As in chapter 4 which deals with investigation of the semantic meanings of *set*, the illustrated examples show that both syntactic environment (cf.1.2.1 Viberg's studies) and contextual position of *sette* (See references Tognini-Bonelli (1996)) appear to be relevant in order to determine its semantic content. In other words, the meaning of *sette* is modified by particles and other contextual constituents.

Moreover, as shown in a range of examples, the meaning of *sette* which is found in various syntactic patterns and collocations, i.e. with other lexical units, is expressed in the translation by a single-word verb. It means that in a range of examples the semantic meaning of *sette* can be revealed by means of its translation.



### 5.13.1 Semantic distribution

Table 5-2 illustrates semantic categories which the Norwegian verb *sette* gains.

Table 5-2 Semantic categories of *sette*

N	Semantic category	Occurrences	%
1.	Assuming a position	138	32.39%
2.	Putting	108	25.35%
3.	Change of state	44	10.33%
4.	Creation and transformation	20	4.69%
5.	Motion	20	4.69%
6.	Appointing	19	4.46%
7.	Aspect	16	3.75%
8.	Assessment	10	2.34%
9.	Psychological and emotional state	9	2.11%
10.	Searching	7	1.64%
11.	Miscellaneous: (Dressing, contact, combining and attaching, communication, ingesting, change of possession, social interaction, cognition, appearance, causation)	35	8.21%
Total		426	100%

## 6 Conclusion

The main aim of the study was to analyze English *set* and Norwegian *sette* in a contrastive perspective. This task was pursued in chapters 2, 3, 4 and 5, where both syntactic and semantic categories of *set* and its cognate *sette* have been provided through the analysis of original examples alongside translations.

The study sought to:

- identify to what extent *set* corresponds to *sette* and vice versa in translation between English and Norwegian;
- investigate potential semantic differences in English and Norwegian translations;
- find out what kind of meanings the cognate verbs *set-sette* express in context;

To find out to what extent *set* and *sette* correspond to each other it is important to emphasize that etymologically the verbs in question have different syntactic uses. The English verb *set* has an intransitive use in Old English. It implies *subside, or sink*. The present-day Norwegian *sette* goes back to the transitive verb *setje* and means *put, or place*. In spite of the fact that *set* and *sette* historically belong to different syntactic categories, subsequently, they have developed other syntactic uses. It is shown in the present study that both *set* and *sette* have identical syntactic categories in present-day English and Norwegian.

In chapters 2 and 3 of the present investigation the syntactic categories of *set* and *sette* were established. An overview of the translations in the different syntactic categories was provided, and serves as the basis for calculating the MC of *set-sette*, i.e. to what extent the cognates correspond to each other in translations. To calculate the mutual correspondence of *set* and *sette* I include the syntactically congruent transitive single-word verb forms<sup>35</sup>:

$$set > sette = \frac{(10 \cdot 100)}{43} = 23.25\%$$

$$sette > set = \frac{16 \cdot 100}{111} = 14.41\%$$

$$MC \frac{(10 + 16) \cdot 100}{43 + 111} = 16.88\%$$

Similarly, I calculate the mutual correspondence for the transitive phrasal verb *set* and *sette*.

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<sup>35</sup> See Section 1.2.5 for a definition of mutual correspondence.

Phrasal verb *set* > *sette* = 13.51%

Phrasal verb *sette* > *set* = 2.85%

MC = 5.63%

It is clear that in spite of the fact that the cognates *set* and *sette* occur in similar syntactic environments and have overlapping meanings, the mutual correspondence of *set* and *sette* is low, i.e. MC for the transitive single-word verb is 16.88% and MC for the transitive phrasal verb is 5.63%. However, the translation frequency of *set* by *sette* is higher than of *sette* by *set*. Therefore, the correspondences are asymmetric. It implies that *sette* has a variety of translation choices and a wider area of uses. Similarly, *set* has a relatively wide variety of translation correspondences but it has a stronger tendency to be expressed by its cognate *sette* in the translation than *sette* does.

It has been shown in the analysis that the transitive single-word verb *sette* has a wide range of correspondences and one of the most frequent correspondences is *put*. However, it is not a very dominant option, being the preferred choice in only 38 out of 111 (34.23%) of the cases, as it appears from table 3-1. It has been illustrated that its second large syntactic category is *transitive reflexive single-word* with *sit down* as its main translation equivalent which makes up 68 occurrences out of 110 (61.81%) (See table 3-2).

Further, as revealed in chapters 2 and 3, the cases where the translations are syntactically congruent show different percentages. It implies that certain syntactic differences are reflected in the translations from English into Norwegian and vice versa. For example, in the translations of the English transitive single-word *set*, Norwegian congruent translations make up 65.11%<sup>36</sup> of the cases, whereas in the translations of the Norwegian transitive single-word *sette* English congruent translations account for 83.78%<sup>37</sup>. It is shown in the percentages that the frequency of congruent translation correspondences of both English and Norwegian transitive single-word is fairly high.

In the case of translations of the transitive phrasal *set*, 24.32%<sup>38</sup> constitute syntactically congruent correspondences. What concerns the Norwegian transitive phrasal verb *sette*, it has

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<sup>36</sup> The percentage of the subcategory ''Transitive single-word verb *set*'' table 2-1

<sup>37</sup> The percentage of the subcategory ''Transitive single-word verb *sette*'' table 3-1

<sup>38</sup> The percentage of the subcategory ''Transitive phrasal verb *set*'' table 2-2

been translated by its syntactically congruent correspondences in 38%<sup>39</sup>. The translation congruence of the intransitive phrasal verb *set* presents 13.3%<sup>40</sup>, while the intransitive phrasal verb *sette* is congruent in the translations in 1 out of 3 cases.<sup>41</sup> Both transitive phrasal-prepositional *set* and *sette* do not reflect syntactically congruent correspondences at all. Similarly, the intransitive single-word and transitive prepositional verbs *set* and *sette* present syntactically divergent correspondences. The reflexive single-word verb *set oneself* illustrates syntactically divergent correspondences, whereas the reflexive single-word verb *sette seg* illustrates syntactically congruent correspondences in 4.54%<sup>42</sup>. The reflexive multi-word *set oneself* displays a syntactically congruent correspondence in 1 out of 2 occurrences, whereas the reflexive multi-word *sette seg* presents only syntactically divergent correspondences. As for the syntactic category ‘Noun + Verb + Preposition/Adverbial element, it is shown that *sette* shows syntactically congruent correspondences in 22.22%, whereas *set* and its Norwegian counterpart are congruent in 1 out of 2 occurrences. Therefore, it is clear that *set* and *sette* illustrate a relatively low frequency in terms of syntactic congruence.

It has been said that the most relevant syntactic categories of the cognates *set-sette* have been established. *Set* and *sette* are found in a range of syntactic patterns. *Set* is found in 11 different syntactic constructions, whereas *sette* is found in 12 different ones. The largest syntactic categories of *set* are *transitive single-word* and *transitive phrasal verb*. The largest ones of *sette* are *transitive single-word*, *transitive reflexive single-word* and *transitive phrasal verb*.

Diagram 1 illustrates the distribution of the overlapping syntactic categories of the present verb-pair with an aim to show the frequency of uses of the cognates *set-sette* in overlapping syntactic categories. It is shown that *set* and *sette* do not come close in terms of the frequency of the transitive single-word verb. The percentage of the transitive single-word *set* is higher than of *sette*. The frequency of the transitive phrasal verb *set* is higher than of *sette* as well. However, there is a gap in the frequency of the reflexive single-word and multi-word *set* and *sette* in favour of *sette*. Moreover, there is a divergence in the frequency of the intransitive phrasal verb in favour of *set*. The other overlapping syntactic categories such as *transitive prepositional*, *phrasal-prepositional* and *intransitive single-word verb* show very low frequency.

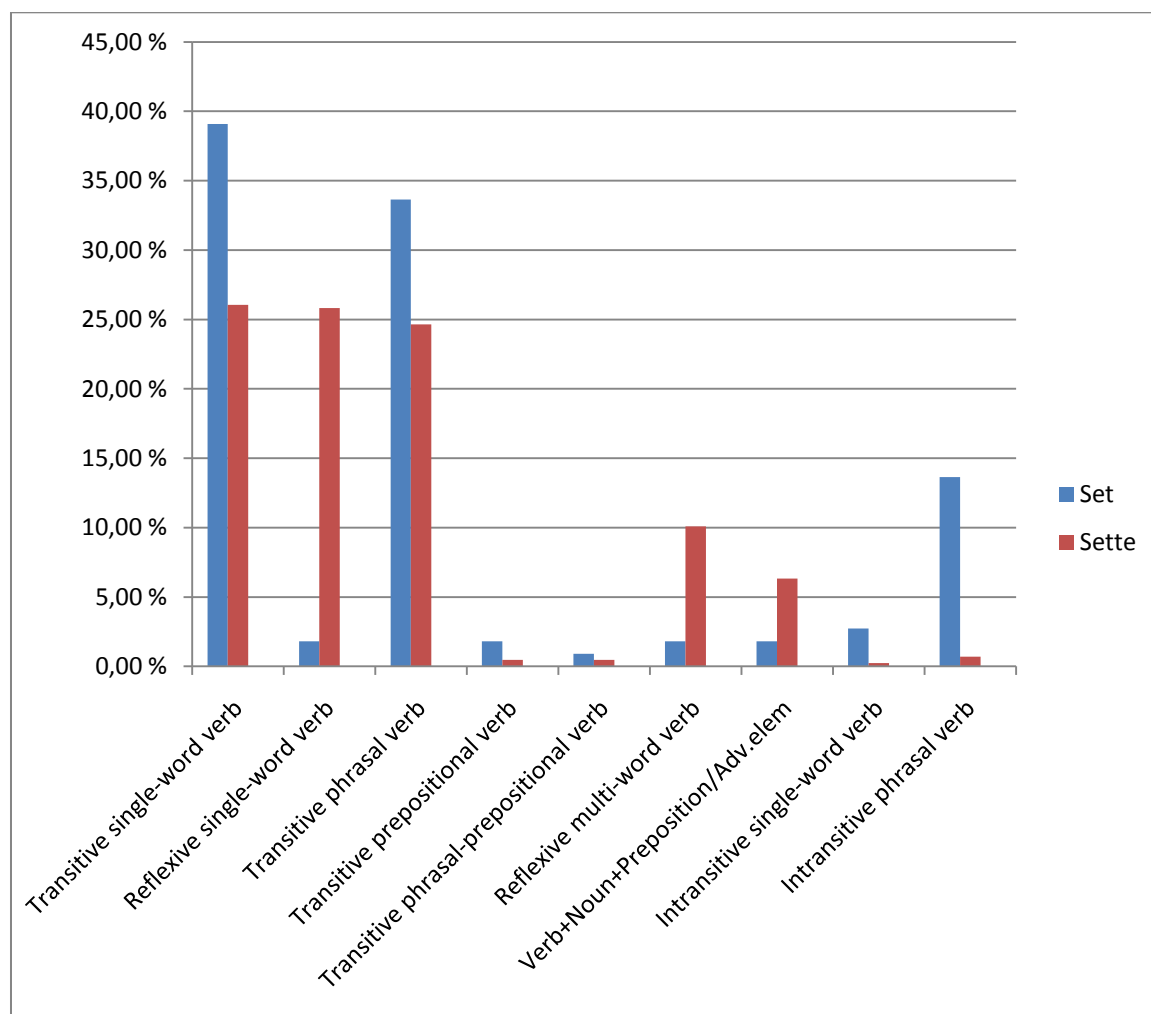
<sup>39</sup> The percentage of the subcategory ‘Transitive phrasal verb *sette*’ table 3-3.

<sup>40</sup> The percentage of the subcategory ‘Intransitive phrasal verb *set*’ table 2-3.

<sup>41</sup> Table 3-7. The percentage is not indicated.

<sup>42</sup> The percentage of the subcategory ‘Transitive reflexive single-word verb *sette seg*’ table 3-2.

This observation may be interesting in terms of language development to trace to what degree the cognate verbs *set* and *sette* have gained various syntactic uses and to what extent the verbs in question congruently correspond to each other in terms of syntax.



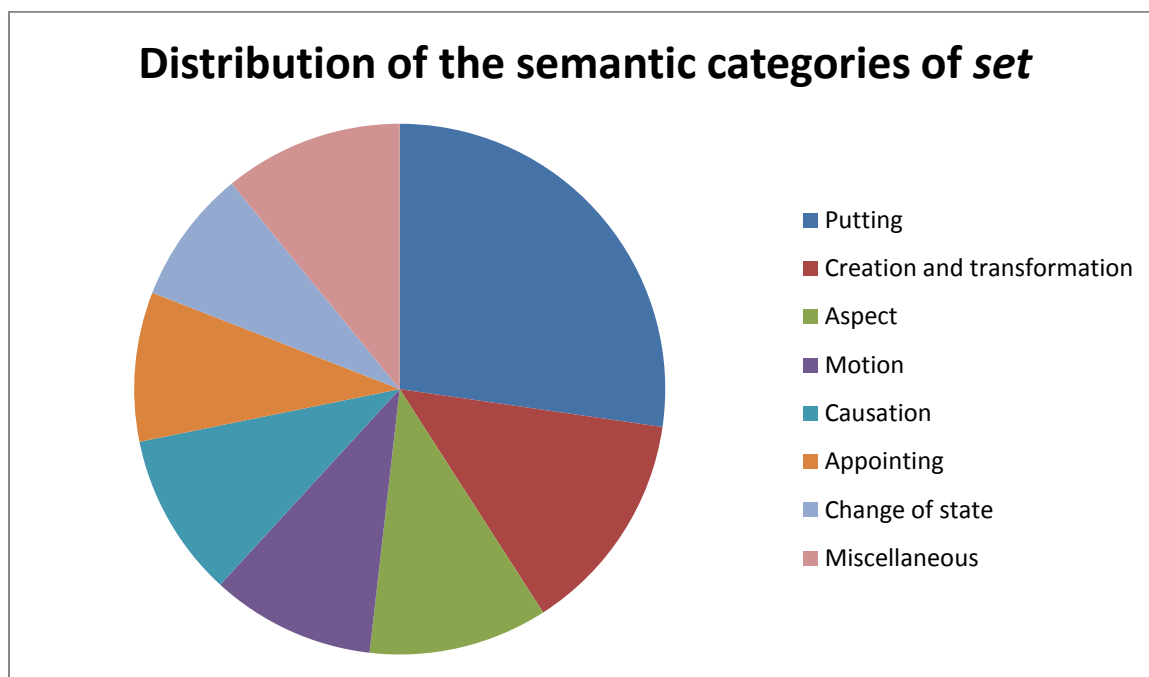
**Diagram 1 Distribution of the overlapping syntactic categories of the cognates *set-sette*.**

The English syntactic categories such as *Copular* (0.9%) and *Catenative* (1.81%) do not overlap with the Norwegian ones and at the same time constitute the minority of the cases.

Similarly, the Norwegian syntactic categories such as *Other uses of transitive multi-word verbs* (2.58%), *Intransitive phrasal-prepositional verb* (0.23%) and *Other uses of intransitive multi-word verbs* (2.34%) are not present in the English syntactic classification and do not show a high frequency.

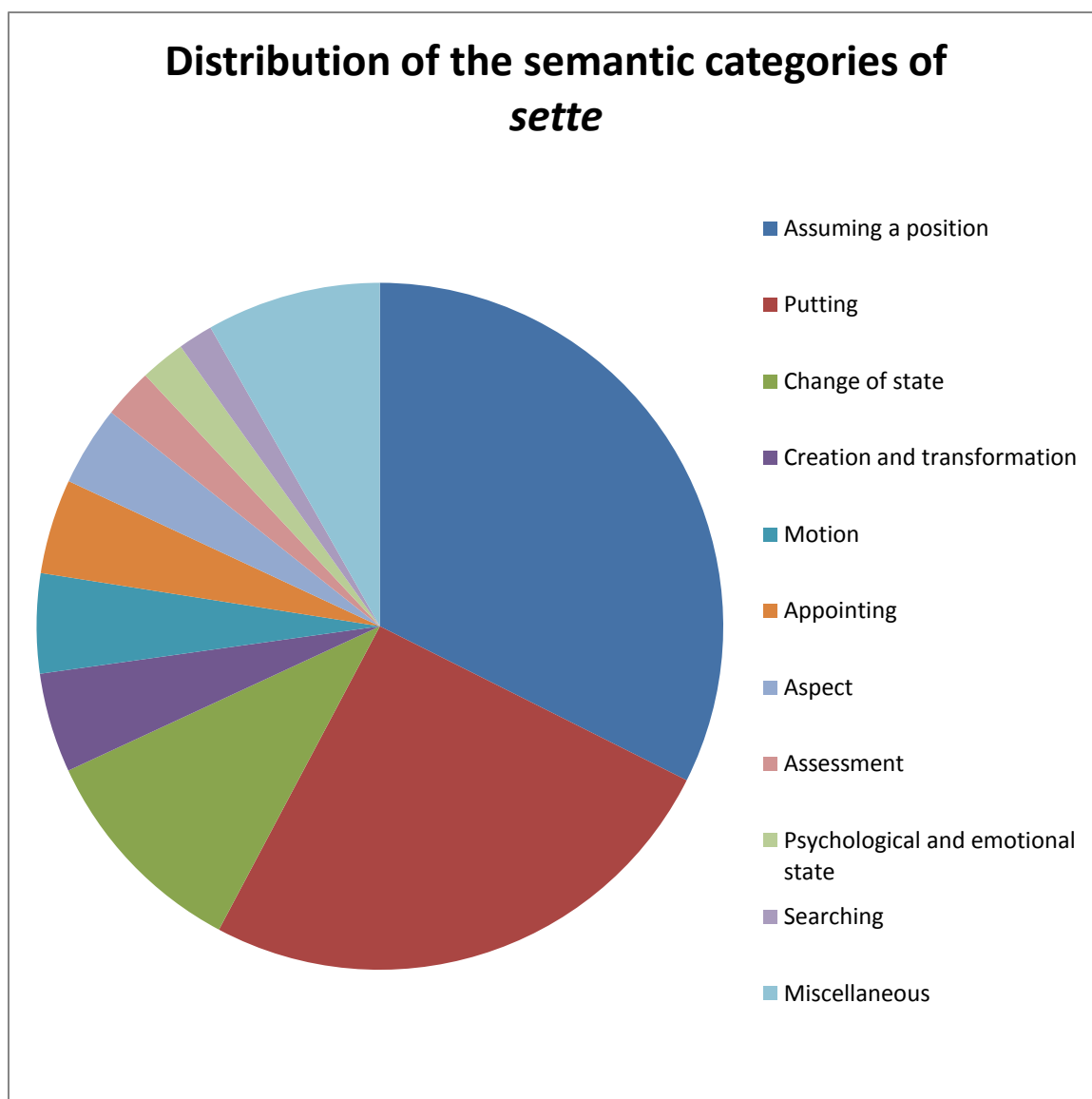
In chapters 4 and 5 the various semantic categories of *set* and *sette* were analysed.

It was pointed out that in spite of the fact that *set* has developed a range of semantic categories its basic meaning is *putting*. It makes up 27.27%. The distribution of the 7 basic semantic categories of *set* such as *creation and transformation*, *change of state*, *aspect*, *causation*, *appointing*, *motion* alongside *putting* is illustrated in diagram 2. The other less frequent meanings which *set* was found in are treated as the separate category *miscellaneous*.



**Diagram 2** Distribution of the semantic meanings of *set*

As for the Norwegian verb *sette*, the study shows that the verb in question has obtained a wide range of meanings. It includes 10 basic ones plus 10 from the category *miscellaneous*. Overall, it accounts for 20 semantic ones. Its dominant meaning is *assuming a position* which in a majority of cases is expressed by the reflexive verb *sette seg*. It accounts for 32.39 %. *Putting* is in 2<sup>nd</sup> place in terms of frequency and makes up 25.35 %. In spite of the fact that *sette* constitutes 2 main semantic categories, the percentages 32.29% and 25.35% are not high. As it appears from diagram 3 *change of state* and *miscellaneous* come close in terms of frequency. Other semantic categories show much lower frequencies in comparison with *assuming a position* and *putting*.



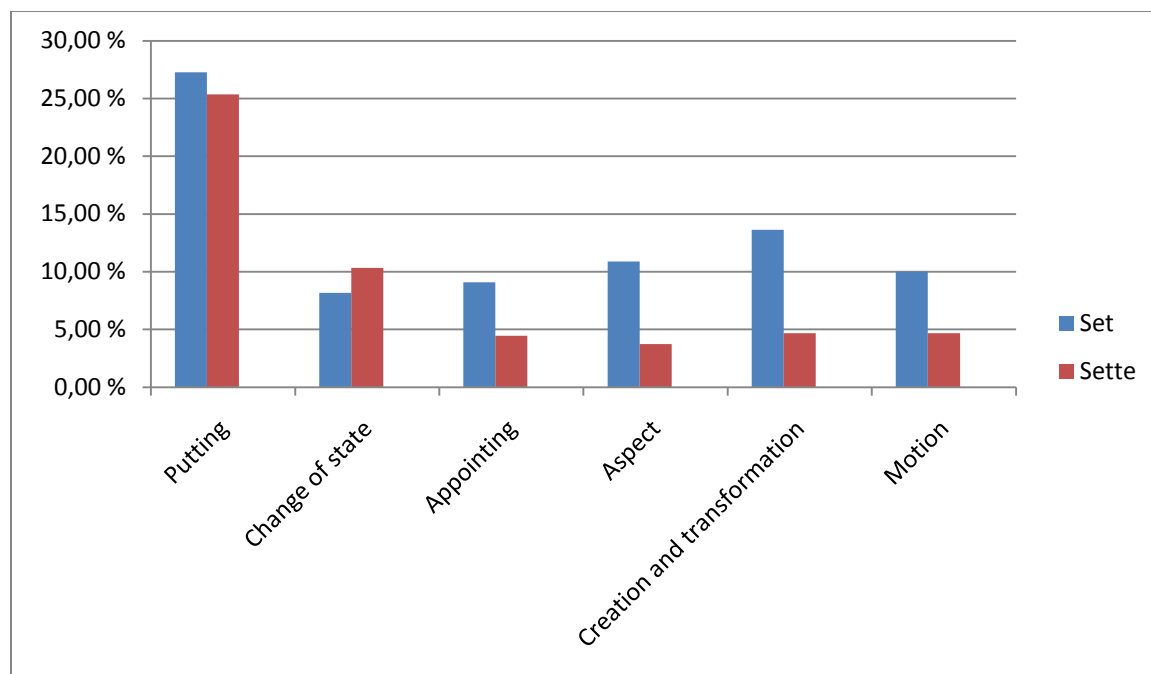
**Diagram 3 Distribution of the semantic meanings of *sette***

It is obvious that not all the semantic categories of *set* – *sette* overlap. *Assuming a position* which constitutes the largest semantic category in the semantic analysis of *sette* is not reflected in the semantic analysis of *set*. It is shown that the basic semantic meanings of the cognates *set-sette* which overlap in my study are *putting*, *change of state*, *creation and transformation*, *aspect*, *motion* and *appointing*. Therefore, *set* and *sette* partially correspond to each other in terms of semantic extension.

It is illustrated in diagram 4 that the cognates *set* and *sette* are similar in terms of frequency of the semantic meanings of *putting* and *change of state*. However, *set* and *sette* in the meaning of *change of state* do not reach 15 % and, therefore, show a low frequency. As for the overlapping semantic categories *aspect*, *creation and transformation*, *motion* and

*appointing*, there is a clear gap in terms of frequency of *set* and *sette*, where *set* is seen to be much more commonly used.

**Diagram 4** Distribution of the overlapping semantic meanings of the cognates *set-sette*



As was stated in the Introduction, one of the goals of the present investigation was to check whether the statement “lexical items with similar meanings are likely to develop in similar ways in the same contexts” (Gronemeyer 1999: 18) is appropriate for the cognates *set* and *sette*. The syntactic and semantic analyses of *set* and *sette* show that this definition matches the cognates to some extent. It is clear that in terms of syntax the uses of *set* and *sette* overlap. However, the syntactic congruence of the correspondences and MC are low. Further, both *set* and *sette* denote *putting* and a range of other semantic meanings (c.f. Diagram 4). Nevertheless, it is shown that both *set* and *sette* develop other semantic uses which do not overlap, specifically, *assuming a position* which constitutes the largest semantic category and exclusively characterizes *sette*.

It is worth noting that the category *miscellaneous* in the semantic analysis of *set* and *sette* includes a variety of meanings. It is shown that the meanings which are found in *miscellaneous* in the semantic analysis of *sette* are reflected in the basic semantic categories of *set*, e.g. the semantic meaning of *causation*. I include all these less frequent semantic



meanings in the category *miscellaneous* with an aim to show that *set* and *sette* tend to develop strikingly complex polysemies.

It is important to stress that translation plays a crucial role in identifying the semantic cross-linguistic meanings of the cognates *set-sette*. However, it is illustrated on the basis of examples that various interpretations of the verbs may be achieved through context as well. One cannot leave out the fact that meaning extension is due to the ‘syntactic frame’ of the verb. The analysis has shown that a variety of the semantic meanings of the cognates owes to the multi-word constructions in which *set-sette* are found.

A wide range of translation correspondences points to both the development of polysemy and use of verbs in a figurative meaning. The observation that the cognate verbs *set* and *sette* have a wide range of translation correspondences proves that the verbs are highly polysemous.

The present study contributes to the field of contrastive lexical studies through the syntactic and semantic analysis and classification of the cognate verbs *set* and *sette* in English and Norwegian by means of the contrastive method. This investigation could be informative for those who are interested in contrastive studies, for learners of English/Norwegian and for updating dictionaries, grammars and improving the classification of English and Norwegian verb classes and alternations.

Although the present thesis has described some new findings, more research is required. For example, it would be logical to continue further investigation based on the findings of this study in order to look into verbs of putting in English and Norwegian in general, combine the CA by looking at the main translations of *set-sette* and see what their sources are. This kind of study will contribute to our knowledge of language-specific developments in English and Norwegian.

## Primary sources

### ENPC Fiction texts

Author	Title original	Publisher original	Place and Year	Code
Translator	Title translation	Publisher translation	Orig./trans.	

English originals

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Gjelvik, Inger	<i>Katteøyet</i>	H. Aschehoug & Co	Oslo, 1989	
<b>Barnes, Julian</b>	<i>Talking It Over</i>	<b>Jonathan Cape</b>	<b>London, 1991</b>	<b>JB1</b>
Ofstad, Knut	<i>En trekanthistorie</i>	H. Aschehoug & Co	Oslo, 1993	
<b>Brink, André</b>	<i>The Wall of the Plague</i>	<b>Faber and Faber Ltd</b>	<b>London, 1984</b>	<b>ABR1</b>
Malde, Per	<i>Pestens mur</i>	H. Aschehoug & Co	Oslo, 1984	
<b>Brookner, Anita</b>	<i>Latecomers</i>	<b>Jonathan Cape</b>	<b>London, 1988</b>	<b>AB1</b>
Jahr, Mette-Cathrine	<i>Etternølere</i>	Gyldendal Norsk Forlag AS	Oslo 1990	
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Greiff, Aud	<i>Utz</i>	H. Aschehoug & Co	Oslo, 1989	
<b>Crace, Jim</b>	<i>Arcadia</i>	<b>Jonathan Cape</b>	London, 1992	<b>JC1</b>
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		AS		
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Elligers, Anne	<i>Fire tusen mål</i>	J.W.Cappelens Forlag AS	Oslo, 1992	
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Translator	Original	Publisher translation	Original/transl.	
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Engebretsen, Rune	<i>The Boy From Duck River</i>	North Star Press	St. Cloud, 1995	
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Born, Anne	<i>The Jacaranda Flower</i>	Methuen	London, 1987	
<b>Carling, Finn</b>	<b><i>Under aftenhimmelen</i></b>	<b>Gyldendal Norsk Forlag AS</b>	<b>Oslo, 1985</b>	<b>FC1</b>
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<b>Christensen, Lars S.</b>	<b><i>Herman</i></b>	<b>J.W.Cappelens Forlag AS</b>	<b>Oslo, 1982</b>	<b>LSC1</b>
Nordby, Steven Michael	<i>Herman</i>	White Pine Press	London, 1992	
<b>Christensen, Lars S.</b>	<b><i>Jokeren</i></b>	<b>J.W.Cappelens Forlag AS</b>	<b>Oslo, 1981</b>	<b>LSC2</b>
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<b>Faldbakken, Knut</b>	<b><i>Adams dagbok</i></b>	<b>Gyldendal Norsk Forlag AS</b>	<b>Oslo, 1978</b>	<b>KF1</b>
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Sutcliffe, H.& T. Støverud	<i>Insect Summer</i>	Peter Owen Publishers	London, 1991	

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<b>Griffiths, Ella</b> Cowlshaw, J. Basil	<i>Mord på side 3</i> <i>Murder on Page Three</i>	<b>H. Aschehoug &amp; Co</b> Quartet Books Ltd	<b>Oslo, 1982</b> London, 1984	<b>EG2</b>
<b>Griffiths, Ella</b> Cowlshaw, J. Basil	<i>Vannenken</i> <i>The Water Widow</i>	<b>Grøndahl</b> Quartet Books Ltd	<b>Oslo, 1977</b> London, 1981	<b>EG2</b>
<b>Gaarder, Jostein</b> Møller, Paulette	<i>Sofies verden</i> <i>Sophie's World</i>	<b>H. Aschehoug &amp; Co</b> Phoenix Orion Books Ltd	<b>Oslo, 1991</b> London, 1995	<b>JG1</b>
<b>Hansen, Erik Fosnes</b> Tate, Joan	<i>Salme ved reisens slutt</i> <i>Psalm at Journey's End</i>	<b>J.W.Cappelens Forlag AS</b> Farrar, Straus and Giroux	<b>Oslo, 1990</b> New York, 1996	<b>EFH1</b>
<b>Haslund, Ebba</b> Wilson, Barbara	<i>Det hendte ingenting</i> <i>Nothing Happened</i>	<b>H.Aschehoug &amp; Co</b> The Seal Press	<b>Oslo, 1981</b> Seattle, 1987	<b>EHA1</b>
<b>Haugen, Tormod</b> Jacobs, David R.	<i>Zeppelin</i> <i>Zeppelin</i>	<b>Gyldendal Norsk Forlag AS</b> Turton & Chambers Ltd	<b>Oslo, 1976</b> London, 1991	<b>THA1</b>
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<b>Hoem,Edvard</b> Shackelford, Frankie D.	<i>Kjærleikens ferjereiser</i> <i>The Ferry Crossing</i>	<b>Det Norske Samlaget</b> Garland Publishsing Inc	<b>Oslo, 1975</b> New York, 1989	<b>EH1</b>
<b>Holmås, Stig</b> Born, Anne	<i>Tordensønnen</i> <i>Son-of Thunder</i>	<b>Gyldendal Norsk Forlag AS</b> Spindlewood	<b>Oslo, 1985</b> Barnstaple, 1990	<b>SH1</b>
<b>Holt, Kåre</b> Tate, Joan	<i>Kappløpet</i> <i>The Race</i>	<b>Gyldendal Norsk Forlag AS</b> Michael Joseph Ltd	<b>Oslo, 1976</b> London, 1976	<b>KH1</b>
<b>Lie, Sissel</b> Born, Anne	<i>Løvens hjerte</i> <i>Lion's Heart</i>	<b>Gyldendal Norsk Forlag AS</b> Orkney Press Ltd	<b>Oslo, 1988</b> Kirkwall, 1990	<b>SL1</b>
<b>Lønn, Øystein</b> Mc Duff, David	<i>Tom Rebers siste retrett</i> <i>Tom Reber's Last Retreat</i>	<b>Gyldendal Norsk Forlag AS</b> Marion Boyars	<b>Oslo, 1988</b> London, 1992	<b>OEL1</b>
<b>Løveid, Cecillie</b> Christensen, Nadia M.	<i>Sug</i> <i>Sea Swell</i>	<b>Gyldendal Norsk Forlag AS</b> Quartet Books	<b>Oslo, 1979</b> London, 1986	<b>CL1</b>
<b>Michelet, Jon</b>	<i>Orions belte</i>	<b>Den norske bokklubben</b>	<b>Oslo, 1984</b>	<b>JM1</b>

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<b>Staalesen, Gunnar</b>	<b><i>I mørket er alle ulver grå</i></b>	<b>Gyldendal Norsk Forlag AS</b>	<b>Oslo, 1983</b>	<b>GS1</b>
McDuff, David	<i>At Night All Wolves Are Grey</i>	Quartet Books Ltd	London, 1989	
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<b>Vik, Bjørg</b>	<b><i>Kvinneakvariet</i></b>	<b>J.W.Cappelens Forlag AS</b>	<b>Oslo, 1972</b>	<b>BV2</b>
Garton, Janet	<i>An Aquarium of Women</i>	Norvik Press	Norwich, 1987	
<b>Wassmo, Herbjørg</b>	<b><i>Huset med den blinde glassveranda</i></b>	<b>Gyldendal Norsk Forlag AS</b>	<b>Oslo, 1981</b>	<b>HW1</b>
Simpson, Allen	<i>The House With the Blind Glass Windows</i>	The Seal Press	Seattle, 1987	
<b>Wassmo, Herbjørg</b>	<b><i>Dinas bok</i></b>	<b>Gyldendal Norsk Forlag AS</b>	<b>Oslo, 1992</b>	<b>HW1</b>
Christensen, Nadia M.	<i>Dina's Book</i>	Black Swan	Reading, 1996	
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